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ABSTRACT

During a 4-week period in June and July of 1992, 10 faculty members from two-year colleges in Ohio traveled to Czechoslovakia, Poland, and Romania as part of the Building the Capacity for International Competitiveness (BCIC) program, a partnership of three Ohio community colleges. Focusing on gathering information to assist in the development of international curricula, program participants met with educators, social service workers, business persons, and United States Embassy personnel in Prague, Krakow, and Bucharest. This collection of reports by program participants contains the following: (1) "International Business Curriculum: Computer Technologies and Office Automation in Eastern Europe," by Linda Denney; (2) "Use of Technology in Eastern (Central) Europe and Business Opportunities," by Dan J. Heighton; (3) "Observed Marketing Activity in Czechoslovakia, Poland and Romania," by Russell N. Panas; (4) "Law in Eastern Europe," by Garnett McDonough; (5) "Adapting Organizational Behavior To Do Business in Poland and Czechoslovakia," by Madge M. Jenkins; (6) "Eastern Europe: Focus on Dietetics and Health Care," by Beatriz U. Dykes; (7) "Exposure to the Arts in and of Central Europe," by Judith Breisch Wise; (8) "Environmental Crisis: Czechoslovakia and Poland," by Lael Bradshaw; (9) "Challenges to Education in East Central Europe," by Jean Cook; and (10) "Preparing for Safe, Healthy and Efficient Travel to Eastern Europe," by Sue A. Zulauf. Recommendations concerning short-term travel abroad opportunities conclude the report. Appendixes include information on the participant selection process; application materials; participants' names and institutional affiliations; and information on the BCIC. (PAA)

ED 361 040

STAGES

A Short Term Travel Grant for Educators

A report on a curriculum development experience for ten Ohio community and two-year college faculty in Czechoslovakia, Poland and Romania during the summer of 1992.

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STAGES

Short-Term Travel Abroad Grant for Educators

A report on a travel-curriculum development experience for ten Ohio community and two-year college faculty in Czechoslovakia, Poland and Romania during the summer of 1992.

Edited by Dr. Jean Cook and Prof. Gary Mitchner

January, 1993

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Copies of this report are available for $7.50 including postage from Dr. Jean Cook, Project Director BCIC, Sinclair Community College, 444 West Third Street, Dayton, Ohio 45402-1460. PH: (513) 449-4548 FAX (513) 449-5164.

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We were aided in the development of this project by Kathy Faust, Administrator for the Ohio Board of Regents; Sinclair's administration, namely: Dan Brazelton, Dean of Corporate and Community Services; Dr. Paul Wyant, Dean of Business Technologies Division; Dr. Herman Brant, Dean of Allied Health Technologies; Dr. Ned Sifferlen, Provost; Dr. David Ponitz, President; Neil Herbkersman, Director of Grants; Joe Must, Contracts Manager; Bob Ogden, Accounting Technician; Susan Johnston, International Education Specialist; Bob Keener, Coordinator and Dona Fletcher, Chair of the International Committee and its members along with Dr. Al Salerno, President and Dr. Patricia Skinner, Vice-President of Instruction at Clark State Community College; Dr. James Countryman, President and Sam Bassitt, Vice-President of Instruction at Lima Technical College; and the Research and Development Committee at Firelands College.

The Advisory Committee for "Building the Capacity for International Competitiveness" listened to our ideas, provided feedback, and were supportive of our progress. William Deighton, Professor of Engineering and Dr. Jean Cook, Professor of Experience Based Education at Sinclair Community College, readily asked their contacts in Czechoslovakia, Poland and Romania to provide assistance and develop opportunities for the STAGES faculty to meet with educational colleagues, business persons, and U.S. embassy personnel in East Central Europe. The contacts were Dr. Jan Macek of Czech Technical University in Prague; Renata Kowalska, a graduate student and Marius Misztal, Program Director of the Summer School of Polish Language and Culture at Jagiellonian University in Krakow; Malgorzata ("Gosia") Kolb of Radford University in Virginia; and Bodgan ("Chile") Cracum an employee of the Free Romania Foundation in Bucharest.

A great big thank-you goes to Sue Lucas, Secretary for the BCIC program. Without her excellent word processing skills, patience and gracious personality, this report would not have materialized. We also want to thank Professor Gary Mitchner of the English Department at Sinclair Community College for reacting to our early drafts. The assistance of the Publications

Department at Sinclair - Coordinator, Ann Armstrong and Publication Specialist, Kathy Higgins - in the production of this report is also appreciated.

Finally, we realize that this report would not have been possible without the willing participation of those with whom we met during our trip. We are grateful to all of them for their candor and for the unique perspective on the unfolding events in their personal and professional lives that they shared with us.

December 31, 1992

The BCIC Committee

Jean Cook
Sue Zulauf
Bob Ferrar
Dan Heighton
Ken Willis
Bob Keener

INTRODUCTION

The Building the Capacity for International Competitiveness (BCIC) program was initiated through an Ohio Board of Regents grant and a Title VI-B grant from the U.S. Department of Education in April, 1990, and September 1, 1990, respectively. BCIC is a partnership of three Ohio community colleges: Sinclair Community College in Dayton; Clark State Community College in Springfield; and Edison State Community College in Piqua. A planning committee of faculty and administrators was formed, met consistently for the two and one-half years of the program, and designed and implemented over thirty-seven workshops, conferences and credit courses on international business topics.

A new initiative for continuation proposals for Title VI-B grants projects emanated from John C. T. Alexander, Director of the U.S. Education Department's Center for International Education. He wanted faculty to understand what is taking place in East-Central Europe so that they in turn could use their fresh insights for curriculum development. His associate, Susanna Easton, Program Officer, shared his idea for Short-Term Travel Aboard Grants for Educators (STAGES) at the meeting of Title VI-B Project Directors in October of 1990. Dr. Jean Cook from Sinclair Community College listened and shared the STAGES concept with the BCIC Committee. The committee agreed to incorporate STAGES into Sinclair's continuation proposal for a second year funding through Title VI-B. The request was approved with Sinclair being the only institution funded for STAGES. Sinclair received an additional $20,000 for a STAGES travel-learning experience. The ten faculty participating in the trip provided the $20,000 match.

The BCIC's Committee experience with implementing the STAGES project was labor intensive, time consuming, frustrating and tedious. As a committee, we tried to consider all the implementation problems in advance so that sufficient resources would be written into the continuation proposal. However, we were not able to specify all the variables that arose as we planned for STAGES. We incurred major shifts for resources that were not documented in our continuation proposal. For example, we did not think to allocate additional reassigned time for the Project Director and the BCIC Committee members to cover the extensive planning tasks for the STAGES travel experience and publication of this report; consequently, the STAGES activities were achieved by the BCIC Committee's efforts to work on an unpaid overload basis. We also looked for the STAGES faculty to complete their writing on the chapters in this curriculum report within thirty days of returning to the USA; this did not take place until four months later. The additional costs for printing and distribution of this report were also a concern. A last

minute approval for a no-cost extension of the Title VI-B grant from the U.S. Department of Education was a great help in providing the needed time, but unfortunately, no additional funds. The effectiveness of the STAGES experience depended on the willingness of the people involved to use their individual-group judgment and problem-solving abilities to do something. In planning a second trip of a similar type, we would be able to accomplish tasks differently; much more quickly and cost effective. We truly all learned from this exceptional international experience.

This report summarizes the meetings and discussions that we had with educators, social service workers, business persons, and U.S. Embassy personnel in Prague, Krakow and Bucharest. Given the rapid pace of developments in these cities, we must emphasize that our report reflects what we encountered and learned during a four week stay in June and July of 1992. Some ideas draw on our learning prior to the trip and subsequent clarification when we returned to the U.S.

In deciding our itinerary, we were constrained by time, funds, and our contacts we had in East Central Europe. Because our contacts were located in major cities, we focused in those areas. However, Dr. Earl Mollander of Portland State University strongly encourages educators to visit schools in smaller cities and towns, away from the major cities because the larger schools in the major cities in East Central Europe have had numerous visits from many of their Western colleagues.

During our travels, we had individual and group meetings. We met with hundreds; including university and college administrators, educators and teachers, environmentalists, policy analysts, computer specialists, manufacturing managers, administrators, business persons, lawyers, historians, artists, embassy personnel, guides, interpreters, hotel people, restaurant help, transporters, travel agents, shop vendors, taxi drivers, bus drivers, etc.

While in Prague and Bucharest, we had two exciting and impressive meetings with U.S. Embassy Commercial Officers. The information they provided helped us to recognize, respect and understand the uniqueness and differences among the three countries. Unfortunately, much to our disappointment, the U.S. Consulate in Krakow did not follow through on our pre-arranged meeting in an appropriate and courteous manner as we had experienced in Prague and Bucharest.

We were impressed with the energy and creativity generated by the persons we met to make something "new" take place. Such was the case with the newly developed institutions of the New University of Europe and the Peter Pan

Institute in Krakow and The Atheneum University in Bucharest. How many of us would readily decide to start a new educational institution just because we didn't like what was happening in our college, especially if we lacked the financial backing, faculty and necessary resources?

The chapters in this report are written from our individual perspectives. The information is directed to how we would use the information in our individual classes, community presentations and with our East Central European colleagues. The information makes sense to us. We hope it is of use to the reader.

Our findings are set out in four sections: 1) information related to business practices and business education; 2) social science areas of culture, environment, health and education; 3) travel arrangements; and 4) recommendations for future action.

As the primary focus for the STAGES experience was international business curriculum, we begin with business.

EMERGING ISSUES of BUSINESS PRACTICE and CURRICULUM

6/7

INTERNATIONAL BUSINESS CURRICULUM: COMPUTER TECHNOLOGIES AND OFFICE AUTOMATION IN EASTERN EUROPE

By: Linda Denney
Professor, Computer Information Systems
Sinclair Community College

ABSTRACT

This report on curriculum development recommendations for computer technologies and office automation was derived from a three week trip to Poland and Czechoslovakia during June/July of 1992 through the Department of Education-funded STAGES grant program. The trip provided practical experience and insight into the needs for international curriculum development in the areas of continuing education workshops, computer literacy courses, and associate degree programs in computer information systems and office information systems.

Eastern European businesses have embraced computer technology as a fundamental necessity to survival in a globally competitive marketplace. This paper documents visits to two sites in Poland and Czechoslovakia where computers are being used, as well as, casual observations of computer usage throughout the two countries. Equipment, software, training, and various applications of computers were seen in Eastern Europe, although not to the extent we would find in the US. Looking on the bright side, Eastern Europeans seem to be willing to be trained for work involving high tech equipment and surprisingly competent in communicating in our language of choice, English. On the other hand, applications using database technology and telecommunications appear to be areas needing financial and educational support before development and expansion can begin to take place.

The report concludes with recommendations for internationalizing the curriculum in four areas: continuing education, computer literacy, computer information systems, and office information systems. Resources, contacts, and references to support those revisions are included.

EXPECTATIONS

Prior to the trip, I set my expectation level low for the amount of office automation I would find utilized in Eastern European businesses. I left the US

expecting to find outdated methods using no-tech equipment or limited usage of modern automation techniques using computer technology, probably in large, urban areas. I also expected limited or no utilization of the typical American office software packages of word processing, spreadsheets, and database. If software was being used, I expected to find "foreign" ones: packages based on systems that were not the typical IBM or APPLE products seen and taught extensively in the US. My expectations for levels of computer literacy were also set low due to imagined lack of training. I also expected communication to be a major barrier to technology transfer from the US to Eastern Europe based on the American tendency to communicate only in English. My futile attempts to learn even a little Polish and Czech prior to the trip only lessened my expectations for meaningful communication taking place, as well as, being unaware of the large number of English-speaking Poles and Czechs.

Where did these pre-trip expectations come from? I made a sincere effort to do some reading about the area prior to the trip. We were provided numerous magazine and newspaper articles to read, and I scanned the local newspaper daily for anything related to Eastern Europe in preparation for the trip. This information from the media concentrated on the political and economic events taking place and communicated the rapid pace of change in fundamental ideas and the pursuant problems that were occurring. These problems resulted from daily adaptations to newly-acquired ways of looking at things, and the slow process of incorporating those ideas into a workable format.

I was guilty of assuming that economic changes and lower standards of living meant little technological progress in the workplace. I also did some reading from professional journals related to office automation and application of computer technology on the job. Many of these articles concentrated on the communication problems related to transferring technologies from the US to other parts of the world. This reading also reinforced the idea that countries that want to expand economic development know that application of technology is crucial in today's fast-paced, globally competitive world.

OBSERVATIONS FROM THE TRIP TO EASTERN EUROPE

Visit to Skoda-Diesel in Prague

We were able to schedule two visits where we could view first-hand applications of computer technologies. The first was at the Skoda-Diesel plant in Prague, Czechoslovakia. We toured the production and inventory aspects of the plant first, and then we were able to meet with two representatives from the on-site software development and consulting firm of Unisoft, operating in

Prague through direct ties with System Software Associates (SSA), headquartered in Chicago. This was a good example of the spread from West to East of a computer system developed to provide more timely information for better company management in a production setting. UniSoft had established a contract a year and a half ago to install, maintain, and implement a large software/hardware IBM 400 series based system on-site at Skoda-Diesel.

The main activity currently provided by the in-house group was concentrated on customizing the software to fit the customer's needs. As is customary in Czechoslovakia since the process of "privatization" started to take place, procedures were being changed to re-focus the company from a cost-centered style of management which predominated under Soviet domination to the profit-centered focus of capitalism.

UniSoft was in the process of implementing the new system at Skoda-Diesel by using the SSA five phase approach. (See Diagram 1). The five phases are traditional in the systems development life cycle by American standards. The UniSoft people were finding Phases 2 and 3 the most difficult to finish, as is expected in system development. This segment of the system development not only presented the challenge of learning the system themselves so they could train the Skoda-Diesel employees, but also involved translating what they had learned into Czechoslovakian. (The time consumption of the language translation really hit home here since the presentation by the two reps from UniSoft was being translated from Czechoslovakian to us in English by our host, Jan Macek. I also wondered if the information I gathered was correct and nothing was lost in the translation.)

DIAGRAM 1

FIVE PHASES OF SYSTEM DEVELOPMENT
(used by System Software Associates)

PHASE 1: PREPARATION

PHASE 2: PROTOTYPE OF SYSTEM
DATA ANALYSIS

PHASE 3: CUSTOMIZATION OF SOFTWARE

PHASE 4: IMPLEMENTATION

PHASE 5: ROUTINE OPERATION

The introduction of the new system throughout Skoda-Diesel was being done in three stages. Top management was trained in Phase 1, middle management was trained in Phase 2, and the end users were trained in either Phase 3 or 4 as appropriate. This is standard system technique in the US.

The technology was transferred in a direct manner from the US to Czechoslovakia with the tailoring done at the software level. As one would expect, the hardware was being upgraded at a faster pace than the software due to the additional training and conversion time involved.

The visit to Skoda-Diesel was a good example for several reasons. First, we got to experience an East/West collaboration of technology transfer. The hardware installation was going well; the software adaptation and training the system users were more challenging due to the time and effort involved in making progress. Second, this was an excellent example of a large, mainframe-based computer system. All of the other examples of computers we saw were applications of personal computers. I am still amazed that the software itself is utilized as originally developed with American computer jargon displayed on the screens. The messages generated by the system and the menus are left in their original English terms in order to save conversion time. The UniSoft people told us it is faster to train the Skoda-Diesel users to understand the screens as they are, than it is to make the changes.

Visit to the Professional School of Business and Peter Pan in Krakow

Our second scheduled visit for those of us interested in office automation and computer technology applications was to a private business school in Krakow, Poland. We were able to meet with the director and several of the school's instructors, as well as, the owner of the Peter Pan School for professional secretaries which operated in conjunction with the business school to provide computer training. Other than the fact that this was a privately owned school and Sinclair is not, we felt that we had much in common with the instructors and students attending the school. Students typically attend this school to train for a new job, while others want to upgrade their skills or start their own businesses. The school assists students in job placement without charge. Most of the students range in ages from 18 to 24, but the two-year managerial program attracts the older students. The cost is comparatively high: approximately $100 per month for nine months of school with the average Polish salary running about $130 per month. Employers occasionally support a student's tuition fees. Typically, the instructors are university professors and managers of local businesses who teach at the school as a second job. The director voiced the opinion that the best teacher of business applications in

Poland is a person who grew up in Poland so as to thoroughly understand the country's history and present situation.

The computer applications taught are word processing and spreadsheets. The instructors do not spend much time with database applications due to lack of standardization within the country. The students are taught to use accounting packages that have been customized for use in Poland.

The computer training facility consists of eighteen IBM PS2s running under DOS 5.0. The students learn the commands in English, but the instructors have translated the classroom materials into Polish. Commercially available packages (i.e., Word-Perfect) with manuals and instructions in Polish are too expensive to purchase so they prepare and publish their own materials.

I enjoyed the visit to the Professional School of Business and Peter Pan mainly because I felt I was on common ground with the staff. Teaching business and computer students in Poland is very much like teaching at Sinclair. Their curriculum is similar to ours. We could identify with their dedication for teaching evidenced by the time and effort put into developing and adapting materials for use in Poland. I was surprised, yet at the same time delighted, to see the well-equipped PC computer lab using the familiar DOS-based machines. Their computer training curriculum heavily emphasized word processing and spreadsheet software with less time dedicated to database software. This is an area in which I think they are weak. Also, there was no mention of any training for telecommunications applications such as network access or FAXing.

Informal Observations of Computer Applications

In Czechoslovakia, we saw many examples of computer technology in Prague. We received several computer-generated receipts from restaurants using automated cash registers, and most of the currency exchanges depended upon computer technology to accurately exchange US dollars into local currency. There were numerous billboard ads for APPLE computers along the streets and in the metro and we spotted an APPLE training site. We were hosted by Jan Macek who conducted the visit to the campus of Czech Technical University in Prague. Many of the offices on campus had personal computers for secretarial use as well as a PC lab for student practice and homework assignments. Jan has a PC at home which he uses for work-related applications and his three children use it for fun and school work. A surprise came on our tour to Southern Bohemia where we stopped to shop in the quaint, rural town of Ceske Budejovice. It had a tiny market square in comparison to Prague, but we counted four computer stores!

In Poland, the mountain resort town of Zakopane had very little evidence of computer applications. The Holiday Inn where we stayed in Krakow had an NCR computerized billing/reservation system along with use of computers for money exchanging. Again, stores and restaurants issued computer-generated receipts for purchases. One of the professors from Jagiellonian University was very excited about being able to communicate with a colleague in the States by using a personal computer to access the INTERNET system.

Summary/Conclusions from Trip Visits

1. The acquisition and availability of computer technology does not appear to be a major problem in Eastern Europe at this time. As in the US, the usual constraints for the spread of technology are money and lack of training. This problem is gradually being solved as more people are being trained and more equipment is being acquired.

2. The proliferation and training of PC software packages are taking place. Many applications of word processing and spreadsheets were apparent. The use and training in database applications are weak, probably due to the complexity of setting up a database for business use. These applications are important for automation of record keeping and warrant further development. Another area for increased use is telecommunications. This skill is essential for fast, reliable, and economical communication with the rest of the world. One could point to the lack of a good communications infrastructure as a deterrent to development. Another software application that is used quite extensively in the US is desktop publishing. We did not observe any use or training of this application, although we saw several advertising handouts, tourist publications, and newsletters that very well could have been designed using desktop publishing packages. This is another area for expected expansion in Eastern Europe.

3. Accounting software packages from the US are not directly transferable elsewhere due to major differences in the legal system, especially where taxes are concerned. This area will be challenging for development and training in Eastern Europe as the process of changing from cost-centered business management methods are converted to profit-centered techniques.

4. The use of international computer supported networks (ie., INTERNET) to receive and share information in an economical fashion is a computer skill I would expect to proliferate. We know from our own experience with international phone calls back to the US and some of the FAXing of messages we did, that Czechoslovakia has a better communications infrastructure than Poland does at this time.

5. Training manuals, support materials, and books that are necessary for teaching/learning high tech skills need to be translated into native languages and made available at reasonable costs. There are large numbers of Eastern Europeans who speak and read English, but more effective training could take place if materials were widely available in native languages.

6. The availability of computer technology was greater than I expected before the trip took place, but there is still a need and demand for more. We saw more in the large cities of Prague and Krakow as one would expect. The training sites are also concentrated in these areas.

RECOMMENDATIONS FOR COMPUTER TECHNOLOGIES AND OFFICE AUTOMATION CURRICULUM DEVELOPMENT

The following suggestions for curriculum development and revisions are aimed at broadening the scope of course and program objectives to include an international perspective in four areas: continuing education workshops, the computer literacy component of general education, and the associate degree programs in business for computer information systems and office information systems.

Continuing Education Workshops

These suggestions are for development of workshops directed toward business professionals interested in establishing international business liaisons with Eastern Europe.

1. The technology transfer to Eastern Europe is taking place rapidly. If hardware and software are provided and a period of training takes place, no major problems should develop.

   - Word processing and spreadsheet applications are quite common.

   - Telecommunications and FAXing are less common. Equipment and training are probably needed. Investigation into the country's communications infrastructure and/or future potential development is advised.

   - Database training and applications are areas needing support. Teaching of database concepts and practical uses along with training and access to specific packages need to take place.

- Accounting packages usable in the US are not transferable to Eastern Europe due to differences in legal issues and taxes.

2. The Eastern European people are quite receptive to computer training. Many people speak/read English and are quite willing to do so. This area of the world also has lower wage rates than the US making Eastern Europeans good job prospects for high tech work.

Computer Literacy Curriculum

Computer literacy is one component of a required set of general education courses for degree-seeking students. These suggested items for discussion address computer literacy as a skill in the context of the global marketplace.

- Computer literacy is a mandatory, global job skill. It is very possible that the job market for high tech employment is larger than our country, increasing the competition for these jobs to a global field.

- Because computer technology is upgraded at such a rapid rate, it is more crucial that potential employees of high tech jobs remain trainable and adaptable to those changes. Being competent in the general education skills of reading, writing, math, humanities and computer literacy, along with desirable work skills such as getting along with others, dependability, and punctuality, become just as important as the technical training required for a specific job.

Computer Information Systems Degree Curriculum

These suggestions are directed toward internationalizing specific courses within the Computer Information Systems Department curriculum.

1. CIS 105: Introduction to Computer Concepts

   - Discuss the global perspective of computer literacy and the effects on the job market.

   - Include exercises involving data from another country.

2. CIS 119: Personal Computer Applications in Business

   - Include exercises in word processing applications that involve keying material in foreign languages or keying material related to countries outside the US to make students more aware of our global interface.

   - Include exercises using spreadsheet software where students have to deal with foreign currency or exchange rates for setting up a trip budget, paying employees in another country, or setting prices for goods bought/sold in another country.

   - Include database exercises where students use data involving other countries. For example: names, addresses, mailing labels.

3. CIS 120: Advanced Personal Computer Applications

   - Graphics: Have students graph fluctuations in exchange rates.

   - Telecommunications: Have students use INTERNET to contact someone in another country.

   - DOS: Make students aware that DOS is used internationally.

4. CIS Programming Courses

   - Include exercises involving the processing of data from another country.

   - Write a program to convert US dollars to foreign currency.

5. CIS 210/211: Computer Systems Analysis and CASE

   - Have students review a current article on developing a system for an international company.

   - Discuss the problems/considerations of designing an international information system.

6. CIS 265: Database Management Systems

   - Discuss internationally distributed databases and networks.

   - Supervise a student project involving the design and implementation of a database for a US-owned company with operations in another country.

7. Business support courses: Management, Marketing, Economics, Finance, Law, Accounting

   - Coordinate curriculum development with other departments to ensure discussion of the international perspective in business areas affecting development and installation of computer information systems.

Office Information Systems Department Curriculum

These suggestions are directed toward the curriculum development committee in the Office Information Systems Department as they address the issue of internationalizing their curriculum.

1. Meet with the OIS Department to share this report and show the slides from the visits and observations made during the trip.

2. Discuss possibilities for curriculum revisions, such as:

   Having students key in material of an international nature while learning about business letter writing, and formatting mailing labels.

   Emphasize the importance of student exposure to international communications facilities such as INTERNET and FAXing.

3. Refer to the recommendations for the Computer Information Systems Department for related information.

RESOURCES, CONTACTS, PUBLICATIONS

Resources

Slides. (1992). A collection of photographs showing examples of computer applications in Poland and Czechoslovakia. Linda Denney, Sinclair Community College.

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Periodicals

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Interface: The Computer Education Quarterly

International Business Schools Computing Quarterly

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USE OF TECHNOLOGY IN EASTERN (CENTRAL) *EUROPE AND BUSINESS* OPPORTUNITIES

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ABSTRACT

Eastern European countries are in the process of privatizing their industries. Most are finding this process extremely difficult. The process of privatization is seen as a means of dismantling Eastern Europe's centrally-planned economies. Many of these newly-privatized industries are finding themselves increasingly unable to cope with the global competition in a free market system.

On my trip to Prague, Czechoslovakia and Krakow, Poland, the use of technology tools (computers, robotics, etc.) was assessed. The technological level of these two countries tended to surprise me. I had expected to see minimal computerization. What I found was that the level of computerization varied from business enterprise to business enterprise in much the same way as in the U.S. To my surprise, computers were being utilized in even some of the smallest retail shops, and were for sale through small computer retailers.

Universities and private teaching institutes were also utilizing and involved in computer and technology education. There will continue to be a great need for training of workers in the areas of technology, and there will be a strong need for consultants and other service firms to bring the knowledge of high technology to Eastern Europe businesses.

INTRODUCTION

Eastern European countries are in the process of privitizing their industries. Most are finding this process extremely difficult. The process of privatization is seen as a means of dismantling Eastern Europe's centrally planned economies. Many of these newly-privatized industries are finding themselves increasingly unable to cope with the global competition in a free market system.

Many Eastern European manufacturing industries are equipped with antiquidated machinery, run by an excessive number of people, producing mediocre goods. In an effort to survive in the intense competition of the global market, these industries must bring production quality up to world standards.

In an effort to increase their competitive positions many Eastern European firms are planning on, or are in the process of, implementing the use of technology tools (computers, robotics, telecommunication systems, etc.). Western firms are assisting in many of these development projects despite numerous hurdles.

Cash flow is a major problem with Eastern European companies. Many companies are technically bankrupt or heavily burdened with debt. In Poland for example, borrowers can pay interest rates as high as 30 to 50 percent. This makes it difficult for firms to borrow the money necessary for technological investments. Another problem is that although the workforce is educated, they lack the technical and managerial training necessary to undertake and manage large complex technology enhancement projects.

Eastern European companies need to embrace and implement quickly the use of technology tools if these countries' economies are to strengthen and grow. Because of this situation, significant opportunities exist for Western businesses to assist Eastern European businesses through this process. What follows are the insights I have gained while studying about and visiting Czechoslovakia and Poland.

PERSONAL INSIGHTS

During my visits in Czechoslovakia and Poland I had the opportunity to see a variety of industries. From the street corner vendor to the Skoda Diesel Engine factory, it was clear that the people of Eastern Europe were striving to take advantage of the opportunities that a free market provides. Both peoples (Czechs and Poles) seemed to be quite industrious. The Czechs seem to be quite a bit more organized in their efforts of moving to a free market economy.

The first impressions I had upon visiting Prague, Czechoslovakia and Krakow, Poland, were similar. First, both cities were quite industrialized. Heavy and light manufacturing were visible and service operations were numerous. Secondly, the cities were beautiful in their architecture, but both cities are visibly polluted. The pollution is most visible in the form of black residue which streaks the buildings. This is most notable in Krakow, which has a

large steel mill in the outskirts of town. It was mentioned (and I agree) that the predominant clothing colors are blacks, browns and other dark colors because light color clothing would be soiled by soot within hours of dressing.

The people of each country seem to have the basic necessities. I only had a few occasions to see people in the cities whom we would classify as "bag people." These sightings were certainly no more prevalent than one might experience in a major U.S. city. The people, although not overly happy, seemed to be making the best of the situation. On the buses and trains, people seemed to generally keep to themselves. Young adults, when in groups, would tend to talk freely and seemed to be enjoying themselves.

Consumer goods seemed to be in good supply. The grocery stores were well stocked with an ample selection of goods. Street vendors provided fresh fruits and drinks. The department stores (though not as massive as ours in the U.S.) had an assortment of products that was quite impressive. The only noticeable difference was that the selection of sizes within a particular style of clothing was limited. In almost all cases, it did seem that the pricing of store-bought clothing was not easily within the reach of the average citizen.

Consumer electronics and other high technology consumer goods were displayed in many specialty shops. I noticed people (were they citizens or visitors?) viewing these items, but it was rare to see people walking out of the store with purchases under their arms. My interpretation of this phenomenon was that these pricey items were definitely not being readily purchased by the average citizen.

USE OF TECHNOLOGY

The technological level of these two countries tended to surprise me. I (in my infinite ignorance) had expected to see minimal computerization. What I found was that the level of computerization varied from business enterprise to business enterprise in much the same way as in the U.S. To my surprise, computers were being utilized in even some of the smallest retail shops and were for sale through small computer retailers.

At the Skoda Diesel manufacturing plant a slightly different scenario was exhibited. As we were being given an in-depth tour of the facility, I continued to question our tour guide about the application of computerization to the production process. He described a situation (prior to the fall of Communism) where all basic business management functions were performed without the aid of computers. We were shown the most automated portion of the factory, which consisted of a computerized, small parts inventory system.

The inventory system consisted of an outdated, outmoded computer system which looked like something you might see on an old sci-fi movie. The computer was a large box with rows of lights and a single operator's console. The entire unit and its personnel were housed in an enclosed room located on the assembly floor. The premise of this computer application was to place small parts in a carrier unit which was located on the assembly floor next to the computer room. This parts carrier consisted of bins on belts attached to a metal storage framework which allowed the bins to be lifted high above the floor. When parts were placed in a bin, the bin number and part numbers were recorded in the computer. When the parts were needed, the computer was used to locate and instruct the storage machine to deliver the items to a picking area.

At the Skoda factory we also had the opportunity to observe the process of automating a newly-privatized firm. After completing our plant tour, we were taken to a room where several people from an independent consulting firm were located. This group was assisting in the process of automating the administrative functions of the business. The equipment being utilized consisted of an IBM AS400 minicomputer. The software had been developed by a vendor located in Chicago. The canned software package was being rewritten and/or modified for Skoda with the intent to distribute it to other Eastern European companies after completion.

It was interesting to discuss the process of implementation with the consulting firm's representatives. They mentioned their frustrations with getting the management of the business to assess their needs and determine how the system should work. Imagine asking business people how they would like to manage their businesses when for the last forty years they have managed in the way they had been told. Suddenly they find themselves being given choices with regard to reporting procedures, processing time lines, etc. I could only imagine how overwhelmed they must have felt.

We also visited several universities and other educational institutes. I was pleased to see computer concepts and applications being taught. The faculty I spoke with seemed to understand the importance of educating people In the use of computer systems and application software. Not only were the "science" students being taught how to use computers, but also the "business" students. In one instance, a small private institute was training secretaries in how to use IBM compatible computers using WordPerfect, dBase and other popular software packages.

BUSINESS OPPORTUNITIES

The business opportunities in both Czechoslovakia and Poland seem almost unlimited. In both of these countries, and all of Eastern (Central) Europe, the keyword is "understanding." Even for those investors who may be natives of these countries, investing is no "day at the beach." Exposed to capitalism for the first time in four decades and reeling from the collapse of trade with the Soviet Union, the region's economies still are shaky. Investment is risky, especially for small companies. There are always plenty of surprises.

Czechoslovakia represents a market of more than $4 billion for Western goods. Unlike most other countries in the region, Czechoslovakia's hard currency debt is growing slowly and remains low. Debt is currently around $7 billion. The Czech government is seeking to modernize the existing industrial base. An important objective of this process will be a gradual streamlining of the country's engineering and industrial production to foster specialization in areas where Czechoslovakia industry can be competitive. There is also a desire to reorient the economy from unprofitable heavy industries to cleaner high-technology industries.

Poland's major problem over the past few years has been inflation. The government's number one priority has been to stabilize the zloty, via an aggressive anti-inflation campaign. Thus far the campaign has successfully brought down the rate of inflation. To accomplish this, the cost in terms of declines in production and rising unemployment has been higher than expected. Poland continues to be the largest market in Eastern (Central) Europe for American exports. The best opportunities seem to be in products and technologies which will improve industrial efficiency and productivity. Western technology and management expertise are sorely needed to modernize Poland's uncompetitive industries.

As the countries of Eastern Europe encourage the development of private enterprise, the number of local agents, consultants, and other service providers have grown. Many experienced traders and international business representatives are available as consultants and private agents to help Western firms enter Eastern Europe. The following is a listing of the common types of investment techniques used to gain entry into Eastern Europe:

- Contract Manufacturing
- Licensing
- Business Associations
- Joint Ventures
- New Company Creation

The areas of opportunity for U.S. companies in trade and investment are endless. Almost all products and services are needed. As a general rule, the following are the areas of import priority:

- Environmental Protection Equipment
- Telecommunications
- Tourism and Services
- Aircraft and Parts
- Banking, Insurance, Training, and Management Consulting
- Nuclear Safety
- Energy Saving Equipment
- Medical Equipment and Technologies
- Production of Consumer Goods

OBSERVED MARKETING ACTIVITY IN CZECHOSLOVAKIA, POLAND AND ROMANIA

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ABSTRACT

During the summer of 1992, a trip was taken to Eastern Europe with a group of ten faculty from community and two-year technical colleges in Ohio. The trip was a pilot program called Short Term Travel Abroad Grants for Educators (STAGES) funded through a Title VI-B grant from the U.S. Department of Education. The STAGES partnership consisted of Sinclair Community College, Clark State Community College and Edison State Community College.

The travel consisted of trips to Czechoslovakia, Poland and Romania from June 23 to July 20, 1992. Approximately nine days were spent in each country. The purpose of the trip was to learn about business and management practices as well as the cultural attributes of each country. The original personal educational goal of the trip was to research and review how business owners and managers in each of those countries plan, write and implement business plans. However, in one of the initial interviews in Czechoslovakia, it became apparent that business planning as we know it in the United States was strictly a rumor. As a result, the research topic was changed to observing marketing activity.

To achieve consistency and comparability, marketing observations were limited to outdoor signs, billboards, transit and retail activity. Observations of Czechoslovakia were confined to its capital of Prague and a day trip to Bohemia; Poland to the resort town of Zakopane and the city of Krakow; and Romania to its capital of Bucharest and the resort towns of Senia and Constansa. When compared to each other, Czechoslovakia had the most variety of marketing activity, especially retailing; Poland's activity was substantially less than Czechoslovakia's with vendor activity being the predominant form of marketing; and, Romanian marketing activities were considerably less than Poland's and minute when compared to Czechoslovakia's.

INTRODUCTION

In planning for the trip, I viewed it as a life-enhancing and educational experience. But, I also felt that I had an advantage over other STAGES travelers because of my cultural background. Although born and raised in the United States, I was raised with a Eastern European background, Ukrainian. In fact, as a child I spoke Ukrainian and Italian before encountering the English language in elementary school. Thus, even though I had not previously traveled to Europe, I felt close to the Eastern European culture. Moreover, I still converse and write in the Ukrainian language, which not only gave me an advantage over other travelers in our group, but anyone visiting that region.

The original educational goal of the trip was to research and review how East Europeans plan, write and implement business plans. However, in one of the earlier interviews in Czechoslovakia with Professor Dr. Ing. Jiri Vysusil, CSc. of Czech Technical University in Prague, on June 30, 1992, it became apparent that business planning, as we know it, was strictly a rumor. Dr. Vysusil stated that since the communist government did central planning for all business activities in his country and other former communist countries, business people and the populace as a whole had little experience in business plans of any kind. Furthermore, he proceeded to say that in the few instances that he knew about where a manager or business owner attempted to have employees study and apply a business plan, they refused because state plans did not work. Therefore, these new ones would fail as well. However, Dr. Vysusil did agree that business planning was a key ingredient to restructuring the nation's economy and would welcome any advice in this area that our group could provide.

Not wanting to spin my wheels and anticipating receiving similar responses to business planning once our group arrived in Poland and Czechoslovakia, I changed topics to observing marketing activities. Since no other group member had chosen this topic, and because I teach two different introductory marketing classes, a sophomore level one on our Business Associates Degree Program and a junior level one in our Bachelor program, switching topics made sense.

MARKETING OBSERVATIONS IN CZECHOSLOVAKIA

Of the three countries visited, Czechoslovakia was the most advanced in terms of marketing activity. The majority of activity observed in this country occurred in its capital city of Prague and on a one-day trip to Bohemia. The observations were limited to outdoor signs, transit and retail operations.

The outdoor signs observed were found on wooden and concrete fences, buildings, traditional billboards, storefronts and canopies of outdoor restaurants. The variety of signs, colors and sizes would do justice to Western styles with the majority of them carrying a common theme -- advertising multinational corporations such as Apple, AFGA, Camel (Phillip Morris), IBM and the like.

The outdoor signs on wooden and concrete fences were basically located along the main roads and corresponded with the bus and tram routes. Most signs were strung together in groups of three and four with very few isolated ones noticed. In fact, in some cases the signs were in better shape than the fences they hung from. Similar signs were located at bus and tram stops and especially at end-of-route turnarounds. The turnarounds were configured in a semicircle with the signs forming an enclosure giving it a confined look. As with the other fence signs, corporate advertising predominated.

However, corporate ads should not be interpreted negatively. In fact, the Prague transportation system benefitted from corporate sponsorship in the form of cleaner buses and trams. For instance, a tram sponsored by Phillip Morris that was completely painted in yellow with blue Camel insignia on the outside and completely white on the inside was very clean as opposed to ones that had no corporate sponsorship. The Apple and AFGA trams were similarly painted in corporate logos. These "colors on wheels" reminded one of the 1960's ad craze of painting VW bugs into rolling ad pieces on college campuses. Think what you will of corporate sponsorship, buses and trams with it appeared much cleaner than those without it.

The traditional billboard signs could be found anywhere and everywhere -- just like home. They were seen on buildings, on top of buildings and free-standing ones. As with the fence signs, the majority of billboards touted corporate sponsors. And, like the other outdoor signs, these multinational corporations would be easily recognized in the United States. Very few, if any, European or Asian corporate ads were observed. However, unlike the transit signs that added to the buses' or trams' cleanliness and appeal, billboards atop two-hundred year old buildings did not look aesthetically appealing. In fact, they looked like an invading standing army -- completely out of place. It is hoped that in years ahead, the Prague city government will rectify this situation.

The canopy signs also featured many corporate logos, but basically portrayed the soft drink, alcohol and tobacco industries. The umbrellas covered tables for independently owned cafes, located next to buildings which housed businesses other then eateries, as well as outdoor extensions of indoor restaurants. There was nothing unusual about the canopies observed in Prague as compared to ones in the United States. Budweiser, Miller, Coke, Kodak

and Camel headed the list of featured logos. I also noticed that non-advertised canopies could not be seen anywhere. However, one should not assume, if, for example, a Bud canopy was fixed atop a cafe's table that other drinks were not served. In fact, all types of beers were served at all cafes regardless of corporate sponsorship.

Retail marketing was confined to storefront identification signs, indoor and outdoor product display signs and the sales attitude of store personnel. The business identification signs were as varied as in any American city. Neon signs, wooden ones with single and multiple colors in a variety of shapes and sizes spread throughout city streets. What was missing, however, were signs advertising products at reduced prices that typify most stores in our country. Only once did I see a small window display sign featuring shoes in one corner and purses in the other in which a higher price was crossed out and a lower one featured in its place.

In addition to product display signs, credit card logos placed on retail doors and windows gave signals to foreign visitors that plastic money was certainly welcome. I noticed that stores with credit card logos had more customers than ones that did not feature acceptance of credit cards. The retailers without the credit card insignias had customers walk in and browse around, but it appeared that of the stores I visited, potential customers walked out sooner than in those stores featuring credit card logos. It was also deduced that after a few hours of walking the streets of Prague and visiting many stores, retailers with credit card identifications had multilingual speaking clerks -- especially ones who spoke English. This worked as a sales advantage for stores employing multilingual-speaking personnel.

Marketing activity practiced by store clerks was an "either or" situation. Either they stood behind the counter and smiled a lot and only talked when a customer asked a question, or they were the ever persistent clerk who would show you a different piece of merchandise at a moment's notice as an inducement to purchase. The clerk who had the ability to speak in a visitor's language was observed as being more aggressive when pursuing a sale. The opposite occurred when the clerk did not speak the visitor's language.

The belief that all Americans are rich or close to it was certainly perpetuated in Prague's retail establishments. And, if you started flashing plastic, it was like radar to some sales clerks. For instance, I specifically remember one afternoon when browsing in a Prague crystal store and reaching into my pocket for some money when one of my credit cards accidentally fell out. Noticing the American Express Card, a sales clerk immediately removed herself from behind the counter and practically escorted me around the small

store to answer any questions, and of course, to induce a sale. I left the store without a purchase.

The day in Bohemia revealed nothing unusual when compared to Prague's merchants. Marketing activity was very limited and mainly consisted of store front signs and indoor and outdoor window displays. Credit card logos were noticed at only two locations. The majority of merchants were situated in the town's main square with most of them featuring crystal glassware. Only a few of the sales clerks spoke English and coincidentally accepted credit cards. Compared to the aggressiveness of the previously described Prague clerks, all Bohemian clerks were passive and polite in sales transactions -- even those advertising credit card acceptance. This, I might add, was refreshing.

Only a handful of Bohemian merchants used indoor or outdoor window displays. Most product advertising centered on window product displays and that was mostly crystal glass. Although our group spent an interesting day in Bohemia, it was hardly a marketing mecca.

MARKETING OBSERVATIONS IN POLAND

After our nine-day stay in Czechoslovakia, our group traveled by bus to Poland, first stopping in the mountainous resort town of Zakopane for a weekend stay and then continuing on to the city of Krakow. On the bus trip to Zakopane, it was hoped that various outdoor signs and/or billboards would be spotted. But, it was readily apparent that as soon as we left the city limits of Prague, all advertising signs were missing from the Czechoslovakian and Polish countryside. The outdoor signs and billboards did not appear again until we arrived in Krakow. And, as in Czechoslovakia, the observations were limited to outdoor signs, billboards, transit, and vendor and general retail activity.

Zakopane is located in Poland along the Czechoslovakian border in the Tatra mountain ranges, which are part of the larger Carpathian mountain range. We spent two days and one evening in Zakopane and the surrounding area, playing the part of traveling American tourists. Zakopane merchants showed similar marketing activity to that of their Prague counterparts, namely, a variety of outdoor signs, window product displays and a few indoor and outdoor product advertising signs. However, the area had recently experienced an electrical malfunction, making most merchants do without indoor lights. During the night neon signs also did not work.

The marketing activity in Zakopane that distinguished itself from that in Prague or Bohemia was that the majority of the retail transactions centered on

vendors selling a variety of wares from wooden stands. These stands are similar to the ones that dot the American countryside that we refer to as roadside fruit and vegetable stands, except, the Zakopane ones sold everything from lambswool sweaters to kielbasa with most sprouting a roof to cover their merchandise. The majority of the vendors were located in a general market area as well as in smaller groupings scattered throughout the town.

These vendors differed from others who were observed in Czechoslovakia because none of them accepted credit cards, but some did accept American currency. In fact, I remember one area which featured stands of sweaters sold by the proverbial little old ladies. During one particular instance, our group, including myself, purchased a number of sweaters, but one of our members ran out of Polish currency. When this was awkwardly communicated to one of the lady merchants, she replied by pulling out a purse full of American currency. Needless to say, we were quite surprised. From this point on in our trip, we always asked if the sellers were willing to accept American money. In subsequent conversations with other merchants, we learned that Polish people, as well as most Europeans, accepted American currency as a hedge against inflation.

The vendor activity continued in Krakow. In the square or downtown area of Krakow, vendors could be found everywhere selling a variety of goods. Moreover, every few blocks away from the center of the city, one could locate some selling either convenience goods, fruit and vegetable stands or both. It became increasingly clear that vendors sold any goods they could get their hands on. Most vendors did not have a sign over their enclosed stand but did have hand-written cardboard price signs next to their goods.

Krakow's retail activity was similar to that of Prague's, but many more merchants were scattered throughout the city as opposed to Prague's, which were more center city concentrated. The majority of Krakow's retailers used wooden business identification signs. Only a few neon signs were noticed, because Poland, as a whole, had difficulty supplying electricity to businesses and residents more so than Czechoslovakia. In addition, most retailers had some sort of hand-made sign in lieu of window flyers as a medium to advertise products. Once inside, stores had a plethora of small home-made signs publicizing the individual products or their prices. It just seemed that Krakow's retail activity was downsized from that of Prague's. And, except for a few travel agencies and hotels, credit cards were not accepted even though some merchants displayed their logos on doors and windows.

Sidewalk sales were unique activities to Krakow. Numerous clothing retailers had tables or mobile racks on which to hang paraphernalia, (that could be easily wheeled in and out of stores). It was interesting to see how sales clerks

were positioned near the sidewalk items, for it appeared that they were acting as security guards. Rather than stand behind a table or next to a rack, clerks would position themselves about ten feet away, facing the merchandise and would only approach customers if they needed help. When I asked one of the clerks for an explanation of this unusual behavior (at least unusual for American eyes), one clerk replied, "To catch thieves."

The billboards, canopies and transit marketing that jotted the Prague city limits were sporadic at best in Krakow. The few billboards that did exist, did so in American style -- on sides of buildings. The majority of them featured corporate sponsorship as in Prague, but a few also expressed the delights of drinking local wines and liqueurs. A few canopies were situated throughout the city, but not with the abundance as found in Prague. And, the Krakow buses carried signs on their sides, but they were sporadic as well. It just seemed that everything that Prague had, Krakow had as well, but less of it.

MARKETING OBSERVATIONS IN ROMANIA

The Romanian countryside was the prettiest of the three countries visited, but the least advanced in terms of marketing activity. If the marketing activity in Poland was less than in Czechoslovakia, then Romania's was much less than Poland's and minute when compared to Czechoslovakia's. The marketing activity observed in Romania took place in its capital city of Bucharest and the resort towns of Senia and Constansa and as with the other cities, marketing observations were limited to outdoor signs, billboards and general retail activity.

Bucharest, the first city observed, had abundant retail activity. The center city had a number of traditional and non-traditional retailers. Traditional retailers, Romainian style, are classified as those carrying a wide assortment of merchandise and could be loosely termed department and clothing stores. Non-traditional retailers included ones that also carried a wide assortment of goods, but with no common theme. For example, some of these none-traditional outlets had tables full of clothes, food and small electronic items scattered throughout the store and in no particular order.

One commonality of traditional and non-traditional stores was the lack of consistency for clothing choices. For instance, a department store would feature a rack of women's blouses, but a shopper would not be guaranteed that all colors were available in all sizes. One could not, for example, find a white blouse in all sizes or a sweater color in all sizes, etc. This lack of consistency underlined the serious goods shortage in Romania and made shopping in Bucharest truly an adventure.

The sales personnel of Bucharest's stores were much more friendly and not as aggressive as in Prague, but were plagued by an inefficient sales system held over from the communist days. Sales transactions went through a four-step process. First, a customer would ask a clerk to view and touch interested merchandise. If the customer wished to purchase it, another "official" clerk would write up the sales slip, which was taken by the customer to a general payment area -- without the merchandise. After payment to the "teller" clerk, cash only, the sales slip was marked "Paid" and returned by the customer to the original clerk who handed the merchandise in the first place. The entire cycle took anywhere from ten to fifteen minutes to complete. For the western shopper, this process became irritating; and I can see potential sales lost because of the inconvenience of the entire process.

Smaller retailers who specialized in certain goods, handled sales the more efficient way of accepting payment from the customer over the counter as the custom is in American stores. I hesitate to call them specialty merchandisers, because they carried more of one good than another, but at the same time, other non-related goods were sold. For instance, one Bucharest shop that appeared to specialize in travel and tote bags, also had a wide assortment of magazines, flowers and pottery.

The vendor activity in Bucharest would rival Krakow's except the goods differed. In Krakow, vendors sold general merchandise and food, whereas in Bucharest, literature was the vendor staple. Books, magazines, newspapers, monograph in a wide variety of languages were spotted on vendor tables and stands. However, there was a premium for all English titles and especially for business and economic texts. And, unlike Krakow's vendors who were scattered throughout the city, little vendor activity occurred outside the center city area of Bucharest.

A day was spent visiting the Black Sea resort town of Constansa. Since we did not visit other seaside towns in Czechoslovakia or Poland, it will not be compared to other locations. This resort had very little marketing activity outside of retail operations. The retailers consisted of three shops selling a variety of clothes including swimwear, tee shirts and knickknacks. Another area had a string of vendors selling their own home-made crafts, such as pottery, wooden plates, trays and dishes and native apparel. The retailers accepted cash only -- in Romanian currency only.

The other resort area visited was the ski town of Senia. The entire area seemed a throw back to the 1940's era with many buildings' interiors following that time period's decor. The marketing activity was limited to indoor retail outlets and compared favorably to Zakopane, Poland. Since Senia is primarily a ski resort, many of the merchants only featured winter

wear and ski equipment rather than clothes for the current summer season. Even though most retailing was conducted indoors, there was little in the way of indoor and outdoor signs as observed in Prague, Krakow or elsewhere. The only outdoor signs were the business identification ones. Moreover, stickers were the predominant form of price notification as compared to the home-made signs previously described in other parts of Europe. In fact, at least one-half of the goods had no prices listed, thus leaving the pricing to the discretion of the store clerks.

Summary

The primary focus of the trip was to experience another culture and incorporate those experiences into the various business courses I teach. I met this goal, in fact, globalizing each class curriculum was a process I started two years ago. The trip, however, allowed me to continue the global emphasis by providing each class with a personal view of other cultures. Now when text topics appear or class discussions center on world events, especially Europe, I can give first hand accounts of the situation.

Most observers of Europe believe that conditions in general and business activities in particular will improve over time but I think the opposite may occur. This is not to wish ill will for any of those countries we visited. It is just that the reality of a free market is becoming a reality. For instance, when Poland, Czechoslovakia and Romania broke away from communist rule, supplies were plentiful because the stored up surplus created by Moscow to support itself was used by each country almost immediately after the invaders left. However, as soon as these surpluses were exhausted, people realized that they needed knowledge and equipment to create goods for themselves and other markets in order to survive. But, they did not know how and what to do. Now they are going through the painful experience of growth without planning. I certainly hope their situation does improve and they make it because the Communist form of government was not the answer. It never is.

LAW IN EASTERN EUROPE

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ABSTRACT

The legal systems of the countries of Eastern Europe are undergoing rapid change. The magnitude and depth of the changes were observed during a visit to Czechoslovakia, Poland and Romania. New laws and applications of the laws provide opportunities that the legal systems and those who work within the systems are attempting to meet. As efforts are made to create free economic and political systems, judges and attorneys must adjust the way they have been taught to perform. The process of change supplies new approaches to teaching aspects of a business law course.

INTRODUCTION

"They are attempting an economic miracle," I thought to myself as I talked with people in Czechoslovakia, Poland and Romania during my month-long visit to these countries in the summer of 1992. After more than 40 years under Communism, these Eastern European countries are emerging from the "straight jacket" of a controlled economy. In the process they must develop new laws that are contrary to the economics they lived with in tne past; laws that must be used now and in the future in situations foreign to them. This paper will reflect on my experiences during my visit, with emphasis on the challenges to the legal systems and those engaged in legal work in the three countries that I visited.

LEGAL SYSTEM

The legal system of Europe is based upon what is called the civil or Roman law system, whereas the American legal system is based on the common law concepts of England. What this means is that the European legal systems are much more dependent upon the statutory law than upon court decisions. The role of the judge is administrative to find the correct statutory law to apply to the dispute to be adjudicated. In the American system the judge not only has the authority to apply statutory but also has the right to determine and

interpret the law. The judiciary in our capitalistic society has a much more important role in deciding the rule of law.

Under Communism, the judges' and attorneys' training and experiences were within a centrally-controlled economic system. Disputes between two commercial or industrial entities were disputes within the government as the state owned and regulated almost everything. In our capitalistic system, such a dispute would be like two subsidiaries of a parent corporation fighting.

In addition, the decision reached by the judicial system about a dispute might have had nothing to do with legal principles or the intent of the law applied. Rather, political considerations were paramount, as the decision reached must come within the framework of the "central plan."

The use of logic in defense of rights was not always the correct approach to take as the disputants' rights were subservient to the central plan. Whether the dispute involved the date of delivery or the quality of a product sold under a contract, those involved in the process of settling the dispute did not necessarily reason through the facts presented. After all, the final result had to conform to the central plan. The disputants really had no rights. The predominate influence on the result was political considerations.

Under this system, the administrative role of the court system and the subservience of adjudications to political expediency meant that those working in the law, judges and attorneys, did not claim a place of respect with citizens.

MAGNITUDE OF CHANGE

In a well-established market economy like the United States' institutions have decades of experience in developing and applying laws. Courts that enforce property and contract laws have dealt with thousands and thousands of situations. Experience abounds in using accounting, bankruptcy, tax and labor laws. Banks and financial markets have established roles to play in this mix.

The former communist countries have no experience with a market economy. The magnitude of the changes required is enormous. New laws and regulations are needed. A short list of just a very few of the changes required reflects the depth of the needs. Laws are needed to:

- cover the creation and enforceability of contracts.
- specify how companies keep accounts.
- govern securities markets.
- deal with relationships between shareholders and boards of directors.
- govern the welfare of employees.

- relate to insider trading.
- create tax structures.

By early 1992, all three countries had adopted new commercial statutory law. In Czechoslovakia, the need for change and the rapidity of change has gone beyond the strait-faced business approach and was a subject of good-natured humor: "Wait a few hours and we might have a new law on the subject."

PRIVATIZING BUSINESS

To have a free economy, business enterprises owned by the state must be privatized. Each country is approaching the legality, the mechanism, the human concerns which must be considered in different ways. Some are gathering steam and moving forward rapidly. Others are more cautious, feeling their way, taking tentative steps to determine how a market economy will work.

Privatization can involve foreign investments. In fact it must involve foreign investors, as the capital needed was not a product of the formerly controlled economies of the countries.

In Romania, I obtained a book entitled Law Digest for Foreign Investors from the Romanian Development Agency. The agency employees appeared proud as I complemented them in producing such materials. They also showed how well they were learning capitalistic ways as they charged me the equivalent of $16.65.

In the area of foreign investment, a common denominator among the three countries I visited was the desire to have more United States businesses become involved. To have American investment is seen as a mark of approval. This desire was so great that I felt concern that unscrupulous American businesses could take advantage of the situation under certain circumstances.

NOVEL PROBLEMS

As enterprises privatize, some will be successful and others will fail. In countries in which everyone had a job, dealing with the resultant unemployment is a novelty. Unemployment and other dislocations, which capitalistic economies experience and expect, are new phenomena in Eastern Europe. Such dislocations have great potential for affecting the political atmosphere.

Intellectuals who felt that the economic changes would benefit their rise to power have found that this may not be true. As each country grapples with governing in a free political state which is attempting to create a free market economy, the skills needed for governing are often not those of an intellectual. The skills are more likely to be those of one who understands negotiating and compromising and has established a base of power. Such a person can, more likely than not, have been a member of the Communist party, a politician who gained the skills needed as a participant in the communistic political process.

Furthermore, as work is undertaken to reach a free market economy, the government must be totally involved in the process. It is an anomaly that to attempt to obtain economic freedom, each country continues to experience continued state control.

Eastern Europe is attempting to develop the legal and business infrastructure required in a free enterprise economy. The task is complicated, because they have to create the economy on the ruins of the old communistic economy. The problems and the agonies this creates are severe.

EXPANDED ROLES

As the countries plan and develop an economic framework which will house a free enterprise system, the worth of business professionals, like attorneys, is felt by those engaged in doing business. The legal profession is evolving into one of the desirable areas to obtain training and to work. Students are learning that there are jobs available in the law, jobs which can place one at the heart of the evolving economic and political systems.

The foreign investor whether big or small needs legal advice concerning the manner and procedures required to invest. Judges are leaving their posts to join commercial law firms. Law professors are representing large American corporations eager to become a foreign investor.

The personal financial gain for an attorney under a free market structure is becoming evident. In an emerging capitalistic society of Eastern Europe, the attorney wants to participate, as a capitalist.

RELATIONSHIP TO TEACHING BUSINESS LAW

My experience in Eastern Europe has enriched the content of the business law course I teach. Our American law is rooted in the English Common Law system. Comparing and contrasting the common law and continental civil law

systems, helps me to better explain our own system. Reflecting on the Eastern European experience in creating laws to meet certain planned outcomes has provided the springboard for me to challenge students to do the same in viewing legal problems that the United States face.

Asking questions that allow students to determine what the law should be and then asking them to determine the outcome of such law stimulates the students to understand the problem-solving aspects of the law.

My efforts to learn about the role of the attorney in the countries I visited has resulted in attempting to have students talk about the role of the attorney in our own American system. This effort has revealed many false assumptions and led to spirited discussions which relate to issues we face as a society.

Everyday that I am in the classroom could result in my using the knowledge I gained during my visit in Eastern Europe to assist me in helping my students to learn. The limitation, as every teacher knows, is time.

CONCLUSION

The willingness and enthusiasm exhibited by the people of these countries to make a success of their efforts were enormous. To step back now that I have returned to the U.S. and to review what is being attempted and what is being accomplished, the term "economic miracle" is an apt one to use.

ADAPTING ORGANIZATIONAL BEHAVIOR TO DO BUSINESS IN POLAND AND CZECHOSLOVAKIA

by: Madge M. Jenkins
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ABSTRACT

The business person doing business in Poland or Czechoslovakia has the opportunity to sell in new markets with much unsatisfied demand and use reasonably priced labor. However, knowledge of each culture is necessary to maximize success.

In Poland business people have an advantage if they are cognizant of the culture and transition from the communist system. First, laws concerning business are changing rapidly, so a continual survey of the environment is productive. Second, widespread concern about job security affects politics and creates resistance to change within individual business situations. Third, the communist system limited the educational diversity available for current employees. Fourth, the necessity to create customer satisfaction was not developed under a communist system emphasizing production volume. Finally, the communist system of spying reduced trust between business people making a close personal relationship necessary before completing business arrangements. All these factors affect business in Poland.

In Czechoslovakia business people must deal with a different culture created by Czech history. Business in Czechoslovakia is referred to as a cafe economy because close personal relationships are expected before business deals are considered. The orientation to production also resembles the Polish orientation. Many Czech employees feel production should dictate marketing not the reverse. Czechs expect a special management style including paternalistic posture, physical presence, and concern for social, technical, plus environmental needs. Subsidized prices under communist rule almost eliminated concerns about costs and prices. Finally, workers' power to complain reduced the power and respect of foremen in most industries. These factors present a challenge to recognize and address in Czechoslovakia.

The business climates in Poland and Czechoslovakia are distinctive although similarities exist. A business venture could be enhanced by knowledge of these distinct cultures and special preparation to adapt to individual cultures.

INTRODUCTION

In order to understand the business practices and customs that make up the typical organizational behavior found in Czechoslovakia and Poland, a fundamental understanding of their business history and customs under the communist system is necessary. The practices developing in both countries integrate past customs with behavior based on current needs and foreign influence.

During a visit to Poland and Czechoslovakia sponsored by the U.S. Department of Education college professors from U.S. technical and community colleges had an opportunity to interview college professors and business people plus observe business practices in both countries. The information learned about organizational behavior is presented.

The information in this report can be used to modernize curricula in business schools and should help business people establish relationships and conduct business in Poland and Czechoslovakia. To be successful business people must recognize and respect the needs and customs of their foreign associates. Therefore, customs that differ from U.S. business practices are presented. In addition, the origins of the Polish and Czech business practices are discussed to create understanding and acceptance.

INFORMATION ABOUT POLAND

Business History And Customs In Poland

Professor Ewa Miklqszewslea from Jagiellonian University is an international trade expert who discusses Polish business history with interested western visitors. She pinpoints the years between 1950 and 1970 as self-sufficient years for Poland with little investment from capitalist countries. In the years between 1970 and 1980 the government opened trade to buy goods for consumption, creating a national debt. As a result Poland became insolvent in the 1980's, creating social unrest.

To solve the problem, Miklqszewslea says the government allowed joint ventures with foreign firms in 1986, then welcomed 100% foreign-owned firms two years later. Officials hoped Poland would gain the new technology and increased exports necessary to raise wages and reduce Polish social unrest. Tax exemptions were included in the legislation with little response from foreign investors. German firms made up 40% of the new investment. Business people complained about the bureaucracy, inadequate infrastructure, inefficient banking structures, political instability, limits on profit removal,

low labor productivity, and poor management. In addition, large, government-owned firms had managers who did not want to risk trading with new foreign firms, and inflation became a major problem.

In 1989, new legislation was passed to create clear laws with equal treatment for business. Tax holidays and the limit on taking profits out of Poland were eliminated for foreign firms. Land purchases were possible with permission from the appropriate agency. In addition, privatization of government-owned business was started. Small business was privatized first but only if workers agreed or the firm had been private in the past. As a result of these changes, inflation dropped and exchange rates stabilized. Foreign investment increased, but German firms still accounted for most of the foreign investment.

Professor Miklqszewslea notes that business problems still exist. First, laws are changing rapidly in an effort to improve the climate for business. This means that business people must be flexible to adapt to changing regulations. In addition, it is necessary to take time to make contacts and learn who is really in charge, a government official or manager. Second, there is a housing shortage because of the lack of private construction firms and existence of high interest rates. The housing shortage reduces worker mobility and limits the efficient use of labor in an economy where cheap labor should be an advantage.

Perceived Job Security Affects Politics And Resistance To Change

Professor Andrezej Zwaka, an ecologist in the Chemistry Department of the Jagiellonian University in Krakow, Poland, notes some problems created by the communist past. Before World War II Poland was primarily an agricultural society. When the communists gained control of Poland, they built heavy industries to create jobs. Workers called strikes to protest modernization, because they worried that modernization would reduce the numbers of jobs. Now, large factories affect the whole economy because they have so many employees with political influence. However, farmers still have a political influence because their votes are important in elections. Improved farming methods would reduce pollution of rivers but would not guarantee the farm vote in elections. Anrzej Zwawa claims these conditions limit the change necessary to reduce pollution and improve the environment. He views paper packages as a new problem because the Polish people like to try new products and tend to assume foreign products are better than Polish ones. The old glass containers were easily recycled but paper is a problem. Professor Zwawa alerts the visitor to the importance of political influence and the resistance to change if job security is not assured.

Inbreeding of Professors in Universities Limits Diversity

Professor Whados, Director of the Jagiellonian University, notes some educational problems related to the communist past. He says professors in Polish universities are inbred because of the housing problem under communist rule. The communist government assigned an apartment to citizens. Once an apartment had been assigned, the state was not obliged to assign a second apartment. Therefore, professors had to find an apartment in order to move to another location. Apartments were difficult to find, so professors were often forced to teach at the same university where they received their educations. This limits the diversity of approaches in education within universities. Inbreeding was not a problem before the communists came to power in Poland.

Output Emphasized More Than Customer Satisfaction and Sales

Professor Kazimierz Baran of the Institute of History at the Jagiellonian University sees great differences in the way business is conducted in a communist versus capitalist environment. In Poland under communist rule an economic unit could demand that another economic unit sign a contract, because the contract was necessary to carry out the government's central plan. This accounts for widespread workers' attitudes that production is a more important factor than customer satisfaction or advertising and sales in business success.

Personal Relationships Necessary for Business Success

At the Institute of Sociology of Jagiellonian University, Professor Tadeusz Sozanski tells foreign visitors that personal ties are more important than good business presentations in doing business in Poland. This is usually true, because past experiences in the communist system affect business relations today. Trust and friendship were important in the past because of fear of the secret police. People worried about business infiltration by government spies.

APPLICATION AND IMPORTANCE OF INFORMATION ABOUT POLAND

Market Domination Is Not Wise

When conducting business in Poland, it is important to consider Polish fears of being overrun by one particular foreigner. The visiting professors noticed that Polish people were very sensitive to foreign domination although, in general, they welcomed investment and products from capitalist countries. The domination of German companies in initial foreign investment upsets many Polish people because many comments are made about the subject. One American company conducted a very effective advertising campaign that created resentment expressed in business jokes repeated by Polish people in differing economic positions. Provoking fear of business domination seems to result in widespread discussion of the need for more government regulation of foreign business. As a foreign company doing business in Poland, it may be wise to try to capture a reasonable share of any market without dominating it.

Local Job Creation Improves Image

Employment of local talent offers several advantages for the foreign business. First, the housing shortage makes it more practical to advertise and hire local people than move people into a new area. Second, the firm benefits from a positive image when jobs are created and the presence of Polish employees reduces the firm's foreign appearance.

Resistance To Change Can Be Overcome

When introducing new technology, it is wise to assure workers that jobs will not be lost or discuss the possibility of recalling laid-off workers as the firm grows. The Polish people had great expectations for a prosperous future when they adopted capitalism. However, the poor performance of the new Polish economic system has created great concern about job security, resulting in resistance to change.

A Change In Employee Attitude Is Necessary For Success

Business people must emphasize the need to analyze and satisfy customer needs because an increase in unwanted production is a disservice to any firm. The old communist orientation to production quantity must be replaced by modern marketing strategies that involve workers at all levels in satisfying

customer needs. Creative marketing strategies must be introduced to compete in a market where advertising has been introduced and the public is responsive.

Personal Ties Necessary For Business Success

Finally, to do business in Poland, the wise business person will take the time to establish personal ties with potential business clients. The business person should include much social interaction, including shared meals and recreation, before trying to close a business deal. It is necessary to allow the other person to develop trust before business is conducted in Poland.

INFORMATION ABOUT CZECHOSLOVAKIA

Business History And Customs In Czechoslovakia

Professor Jan Skaloud from the Department of Political Science at the Economics University in Prague explains that business differences are responsible for some political differences between the Czech and Slovak people. Slovakia has heavy industry that was based on Russian needs and resources. Therefore, Slovakia suffered from the loss of trade with Russia and has unemployment about four times the Czech three percent rate. Concern with unemployment makes the Slovak people less enthusiastic about capitalistic reforms than the Czech people.

The American Embassy staff in Prague presents an excellent summary of the Czechoslovakian conversion to capitalism. To privatize the economy the government adopted an incremental process. It started with a public auction where citizens used savings and money borrowed from relatives abroad to purchase small businesses. Then, large businesses were divided into two groups called "waves". Coupons books were sold to give all adult citizens an opportunity to bid on business shares at public auctions. The least controversial firms were auctioned in the first wave.

The government also allowed foreign purchases and buy outs by employees and management with reasonable justification. However, Czech businesses with a cultural significance like beer, crystal, and sausage, were excluded from sale to foreign investors at their first sale. Ownership of many government-owned business was transferred starting a market system.

Cafe Economy Dominates Business Dealings

In contrast to the establishment of a market economy, the embassy staff notes that business practices retain a Czech orientation often referred to as a cafe economy. To conduct business with a Czech firm a business person must first establish a friendship with the firm's managers. They must frequently dine together and go out for beer or coffee. Children are often exchanged. After socializing over a long period of time to develop a personal relationship, an order may be secured.

Special Management Style Expected Of Foreign Owners

When a foreign person purchases a Czech firm, the embassy personnel warns that certain expectations are common. The new buyer is expected to establish an office in the Czech firm and be physically present. A paternalistic posture is also expected. The new owners are expected to consider social and environmental needs and supply new technology. It is wise to donate something to show concern.

Typical Czech Attitudes Both Help And Hinder Business

Czech people seem to feel production should dictate marketing rather than demand dictate production. For this reason, many factories produce more than they can sell and are not geared to meet customers' demands. On the other hand, Czech citizens seem to be more influenced by advertising than Americans. This could be a temporary advantage for business.

Professor Jiri Vysusil, Head of the Department of Machinery and Enterprise Management at Czech Technical University, says a Czech theorist named Bala was popular before World War II. He advocated the use of autonomous units of entrepreneurs within a firm to control inventory, set prices to make a profit, and share profits. The communists changed the curriculum and adopted a system of imitation planning and unrealistic accounting, creating many of the attitudes that hinder Czech business today.

First, subsidized prices removed concern about costs and prices. Price was set at cost plus profit. Managers wasted materials and workers' time to raise the value of the product for official evaluation. Many people used equipment for home use. There was no value-added concept, only a gross output indicator.

Second, it became difficult for educated managers to manage people. Politics, not hard work, created business success. Collaborators who spied on other

workers could not be fired for poor work. Workers felt that everyone should be paid the same, despite differences in output.

Third, foremen had little power over workers. Workers could demonstrate and have foremen fired. Foremen had to keep workers happy and were afraid to set high standards. Internal promotions were based on production figures generated by the foremen being considered for promotion. Under this system Professor Vysusil claims statistics were not valid. Norms, standards, and plans were not realistic. People substituted to claim success. Negative attitudes toward planning resulted.

APPLICATION AND IMPORTANCE OF INFORMATION ABOUT CZECHOSLOVAKIA

Adapt to Local Business Customs

When conducting business in Czechoslovakia, the foreign business person needs to establish social relationships with local managers and professionals. It takes a long time to develop the personal bonds necessary for strong business connections; therefore, the early transfer to Czechoslovakia of someone with authority should be considered.

In addition, a paternalistic management style is advisable when foreign management is first established. The wise manager will show concern for the environment and make an effort to improve the technology available to local employees.

Be Cognizant of Counter Productive Attitudes and Changes Needed

Managers dealing with Czechoslovakian workers should be prepared to use modern techniques to change employee attitudes in order to assure the profitability of a newly-acquired Czech firm or in a relationship with a Czechoslovakian supplier. It is important to help Czechoslovakian workers internalize capitalist business concepts, such as the importance of efficient production, pay based on productivity, and the need to satisfy customers. Systems to prevent the theft or home use of equipment are also important. Workers are willing but need help to make the transition from a government-subsided and protected business to the competitive business that is necessary in capitalism. The transition techniques selected will affect the firm's image.

The Authority of Foremen Should Receive Attention

The need for transition to capitalism creates the necessity to make a choice in organizational culture when a Czechoslovakian firm is purchased. Someone must be empowered to make the change.

Under the communist system, workers had tremendous power over the foremen. This organizational culture could be easily converted to the modern team approach used in many participatory organizations. In this case, the workers could be educated in seminars, then empowered to make the changes in teams. Current Czechoslovakian concern about wages and job security could be considered in developing team motivation.

If a team approach does not complement the culture of the company purchasing a Czech firm, a more authoritarian approach should be developed. Foremen would need to be given real authority to develop efficiency and effectiveness. The next level of management would need power to replace workers in evaluating foremen. Foremen would need power to discipline problem employees.

The management of a newly-purchased Czechoslovakian firm should be aware that decisions about organizational structure and management techniques will have an impact on the organizational culture. In addition, the selection of educational institutions should be given careful consideration so company-sponsored education fits the preferred organizational culture. Consistent policies supportive of the chosen organizational culture would reduce confusion and facilitate the transition to capitalism.

SUMMARY

Business people are presented with tremendous opportunities to expand markets and use reasonably priced labor in the former communist states. However, consideration of local business customs is necessary to maximize success. Although Poland and Czechoslovakia both offer reasonable labor and great potential for new products, the wise business person will not assume the business climate is alike in both countries. Sensitivity to local culture, needs, and influences is necessary to promote business success.

SOCIAL SCIENCE, HEALTH and EDUCATION CURRICULUM

EASTERN EUROPE: FOCUS ON DIETETICS AND HEALTH CARE

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ABSTRACT

Ten faculty were funded by the United States Department of Education to visit Czechoslovakia, Poland, and Romania. This Short-Term Travel Abroad Grant for Educators (STAGES) enabled the faculty to learn about these countries: their peoples, governments, economic situations, educational systems, environment, and health care, in order to develop curriculum appropriate to their disciplines. Meetings with educators, business persons, government representatives, ecologists, and health care providers resulted in a better understanding of the intricacies of the present situations in these former communist countries. They also led to the development of sensitivity for the global community and an appreciation for one's own country. Most, if not all, of the faculty attended each planned activity; however, each was responsible for providing a record of his or her own special interest and experience relative to his or her discipline. Thus, a dietitian member of STAGES visited medical centers, medical schools, and a nursing home, and the open food markets. It was noted that preventive medicine was not included in the education of physicians as a rule and medical practices addressed cure rather than the prevention of diseases. There was a variety of food but the produce was small in size. It was apparent that these countries could benefit from the technological and scientific advances found in the western world.

INTRODUCTION

Sinclair Community College was the sole recipient of a Short-Term Travel Grant for Educators (STAGES) from the U.S. Department of Education. This provided half the funding for ten faculty members to learn on a first hand basis how the former communist countries of Czechoslovakia, Poland, and Romania were meeting the challenges needed for a free market economy. Upon the return of these faculty, it was understood that each would provide a curriculum based on the experiences relative to his or her respective discipline.

In the summer of 1991, information regarding the STAGES grant was disseminated to full-time faculty in various two-year colleges in Ohio. Invitations to apply followed. As a dietitian and the chairperson of the Dietetic Technology and Nutritional Management program at Sinclair Community College, I applied but was not selected. I became, however, an alternate.

Because of the opportunity presented by STAGES, I requested consideration for inclusion, even offering to self-finance the trip. My rationale was the following:

a. I was a product of international education, having been raised and educated in the Philippines with further education in the United States as an immigrant;

b. The STAGES trip would be an excellent follow up of the 1989 Soviet Union nutrition delegation of which I was a member;

c. I was adaptable as evidenced by my experience as an educator in Surinam, South America;

d. I had a special interest in global nutrition and health issues.

In the middle of December, I received a wonderful gift. One of the STAGES committee members called with the information that a selected member of the trip would be unable to go. As an alternate, I was invited to join the group. Meetings with other STAGES members were then scheduled.

THE STAGES EXPERIENCE

Czechoslovakia

Using a U.S.- based commercial aircraft, I arrived in Prague, Czechoslovakia, with seven other members of the STAGES group on June 25, 1992. Our two leaders went several days ahead of us to check on prior arrangements as to the local contact and our accommodations. They met us at the airport and took care of the transportation to our hotel, our home for the next eight days.

Prague: An Overview

I found Prague, the capital of Czechoslovakia, as one of the most beautiful towns in Europe. It was divided into sections called the Lesser Town (Mala

Strana), the Old Town (Mala Mesto), the Jewish Town (Josefov), and the New Town (Nove Mesto). In each of these sections was impressive architecture, the styles of which were evidence of its rich and famous history. There were eighteen bridges across the Bohemian river, Vtava. Of these, the most famous Charles Bridge, was built in 1342 by Emperor Charles IV.

Meetings

As STAGES members, we met daily to discuss our scheduled meetings with the representative from the American Embassy, educators from the technical universities, business people, and new entrepreneurs. My focus, quite different from the rest of my colleagues, was in the medical and nutrition practices and education. While I attended all the meetings and learned about the present problems and concerns related to the new market economy, their challenges and the optimism generated by the people we met, my role was to attend to my assignment. I, therefore, asked, whenever I could for a meeting with an educator or practitioner in the medical field. Since language was a barrier, it was rather difficult to arrange.

University Hospital

Eventually, a meeting was arranged for me to see the Chairman of Internal Medicine, Professor Andel of Prague University. Map in hand, I took the local transportation (the Metro) and ventured to the largest hospital complex to see him at his office.

I arrived early and walked around the 1400 bed hospital and observed the surroundings. There were many buildings separated by grassy areas with benches. Many ambulatory patients in their hospital gowns or pajamas walked around or sat in these benches. Where there were kiosks, there were also lines made up of patients and hospital staff. It was obvious that the average patient stay in the hospital was much longer than in the U.S.

Inside the hospital, while waiting for my appointed hour, I noticed the staff in uniforms. Just as in the United States, the colors of these uniforms determined their disciplines. It was interesting to see that all wore sandals or clogs. Physicians, both women and men, wore laboratory coats.

Dr. Andel was an impressive professor of medicine and a practicing physician. Since he specialized in diabetology, nutrition was a special area for him. He explained that the diabetic diet in Czechoslovakia was higher in carbohydrates than that in the United States (over 60%). Vegetables and fruits were not

plentiful for the average family and posed a problem. He also indicated that the cholesterol levels of most of the population were higher than the Western countries; that alcoholism was rampant and second to Germany.

The education of the dietitians in the hospitals in Czechoslovakia was not equivalent to the United States. Two years post high school was all that was required to be one. There was no national credentialing; most Czech dietitians worked in food preparation rather than in the interpretation of diets. They were not involved with nutritional assessments. Some nurses, also trained with two years' post high school, were also considered dietitians.

Dr. Andel had been in the United States (Stanford University) and was aware of the technological advances in medicine and in the health care professions. He was optimistic about the improvement of health care in Czechoslovakia. In the mean time, he requested assistance especially in nutrition up-dates for the medical profession in Czechoslovakia. He asked me if I would consider coming back to do some research projects in nutrition as a part of preventive medicine. He suggested obtaining a sabbatical. He also suggested providing workshops or seminars on nutrition for the continuing education of his colleagues. While there would not be the remuneration as in the United States, he was emphatic about the professional opportunity. He indicated that arrangements could be made for free lodging and boarding.

My meeting with Professor Andel was arranged for half an hour. It was impressed on me by my contact person that I could only stay for this minimal time. As busy as Dr. Andel was, I spent over two hours with him. He even loaned me a laboratory coat and took me around the hospital. I was introduced to patients; later in his office, he discussed their prognoses with me.

My over-all impression of the hospital included the cleanliness of the environment, the adequate but not up-to-par-with-the-West equipment and the seemingly caring attitude of the staff.

POLAND

Zakopane: A Mountain Retreat

Our contact in Poland came to pick us up in a mini-van on July 3rd. Our destination was Zakopane, a mountain resort in Poland bordering Czechoslovakia. It was a much needed weekend rest as our time in Prague was filled up with meetings interspersed with occasional sight-seeing and shopping.

Our hotel accommodations in Zakopane were substandard but like troopers, no one complained and we managed to have a good time. By this time all of us knew one another well.

We had a local guide who took us to a quaint village with ornate wooden houses; we also got a chance to visit the park and hiked part of the mountain. Most of us did some shopping as the local flea market was held while we were there. I bought hand-knitted woolen sweaters, fleece-lined shoes, sandals, hats, and gifts.

Krakow: An Overview

We arrived in Krakow on Sunday night, July 5th. Next day was devoted to getting oriented with the city. As expected, we had a local guide who explained the history of Krakow, took us to the square, the churches, and showed us the various structures which made Krakow unique.

Krakow is one of the oldest towns in Europe. This medieval city was laid out in such a way that there was a square with streets running perpendicularly to it. Buildings were Romanesque and Gothic in style. Steeped in history, Krakow and its famous Jagiellonian University was a center of learning. (Nicolaus Copernicus was a student here and his early manuscript and equipment can be found at the university.)

Meetings

Next day was filled with meetings. We were provided a lecture on legal systems and one on the university education in Poland. Our scheduled meeting with the representative of the American consulate was a disappointment.

Professional Business School

One of the places we went was a professional business school. The director/owner and the faculty in this institution were very hospitable. It was interesting to see how entrepreneurship had come into the educational arena. Everyone was optimistic that private professional schools were beneficial in the free market economy.

Proposed Dietetic Education

Because of the desire to develop more short term educational programs, I was asked by the director of the professional business school to meet with him on the following day to discuss the possibility of starting the Dietary Manager certificate program. Through an interpreter, he explained the need for such a program. He indicated his desire to start the program in the summer, 1993. I was invited to come back next year to assist with the curriculum. This was later followed up with a written invitation left in my hotel before my departure for Bucharest, Romania.

Dietetics in a Hospital

The following day at Krakow was equally busy. We started with a lecture in the political groupings in Poland. During the break before the next lecture, I was able to visit the Polish-American Children Hospital.

The Polish-American Children Hospital was a large hospital (400 beds) built according to the United States' specifications. Because of lack of funds, however, it was unable to provide adequate nutrition intervention to many pediatric patients. Without more funding from the United States, the situation would deteriorate further. I was requested to assist in obtaining commercially-prepared formula when I got back home. According to the head dietitian these were so expensive that an average family could not afford them. I was told, as an example, that a can of polycose would cost more than the average monthly salary of a worker. I had a very difficult time in the hospital since I knew that I would not be able to send what they requested. (I did contact the nutrition director of one major pharmaceutical company when I got back. She referred me to their international division. To date I have not received any feedback in regards to my request.)

Home for the Aged

Two STAGES members joined me when I visited a home for the aged on Thursday, July 9th. We were pleasantly surprised to see a big building with cathedral ceiling. The place was immaculate and the rooms were airy, clean, and pleasing. The seniors we saw were well cared for. Most of the nursing staff were sisters (nuns) and live in the facility which can house 800 residents. As in the United States, female residents outnumber the male.

The director of the facility appeared to be a good administrator. She shared her philosophy of making life a little bit better for the elderly. One could see from her manner and attitude that she was a caring person.

Our tour of the building included a visit to a church which was a part of the facility and an activity room where a group of seniors were rehearsing some songs. We were entertained with three Polish songs. As we were leaving, the music director gave each of us a stuffed animal (dog) and we were told that a blind resident made them. We were moved by the gesture.

Free Time

Friday, July 10th was a free day for me. I and another STAGES member decided to visit Auschwitz. This ignominy to mankind had a very sobering effect. One could not fathom the hatred that made such atrocities possible. The barbed wires, the displays of shoes, luggage, spectacles, hair and the fabric made from them were so vivid. I had a very eerie feeling as I walked through the one remaining crematorium.

Right after the Auschwitz visit, I went to see the salt mines. I had not expected such a huge one. To go down below ground level and see statues and crosses made of salt; a cathedral which includes an altar, scenes from the Bible, confessionals and staircases were fascinating.

Saturday, July 11th, was special. This was the day we took a bus to Czectochowa and the famous Black Madonna shrine. (It was said that during World War II, when German bombers were destroying the area, clouds appeared and protected this area from being destroyed). The place was full of pilgrims. The museum and the experience at Czectochowa were awe-inspiring.

Four Stages Members

That evening, four of us said our farewells. The rest of the STAGES group was staying an extra day before proceeding back to the United States via Frankfort.

On Sunday, July 12th, four of us (three females and one male faculty) took the train from Krakow to Warsaw. We proceeded to the new airport and flew on the Polish airplane (LOT) to Bucharest, Romania.

ROMANIA

Bucharest: An Overview

There were three separate parties waiting for us at the airport when we arrived. The travel agency and the hotel sent vans to pick us up. Our contact person, our guide throughout our stay in Romania, made the third party.

Our hotel accommodations were excellent and within walking distance to the center of town. The hotel also had a restaurant which provided excellent food at low cost. There was entertainment nightly. We enjoyed the band which included among others, a violinist and a pianist.

Monday was spent going to the center of town and seeing the bullet-ridden buildings, the result of the revolution and subsequent downfall of the dictator, Nicolae Ceausescu.

Compared to Prague and Krakow, I found Bucharest more populous and people were of different ethnicities. It was fascinating to see not only blond but brown and black haired people on the streets. It was interesting that I could actually follow the gist of the conversation prior to the interpretation of our guide. I credit my scant knowledge of the Castilian language for this.

Bucharest is a city of contrasts. Many modern buildings amid old buildings house more than one family. The palace which was to have been completed for the Ceausescu dictatorship was a work of art. This edifice was constructed by many laborers after an entire section of the city was demolished. Patterned after the imperial palace in Beijing, it included a style typical of Romania. Boulevards leading to it had fountains and foliage which were grander than Paris' Champs d' Elysee. The modern buildings on the boulevards were to be occupied by government staff.

Everything changed during and after the revolution. Credited for the start of the downfall were the workers, the miners outside Bucharest who rebelled after years of oppression.

Shops in Bucharest were mostly empty. What we were used to in the West was certainly not found there. Products such as shoes, clothes, gadgets were of inferior quality. However, we noted that the cottage industry could easily be explored by some enterprising parties. I found woolen sweaters, hats, embroidered blouses, and wooden trays so very inexpensive.

Because there were only four of us, we were provided with more personal glimpses into the daily lives of the Romanians. Our guide was with us at all times, interpreting and explaining as we went around the city and countryside.

School of Medicine

My three colleagues went with me to the Atheneneum University. I was provided with the curriculum for medicine in this two year old private university. Noted in pencil were courses in nutrition and diet therapy on the fifth and sixth year. This became the basis for dialog between the founders of the university and myself.

Through my contact with the university director, I was invited to the medical school, introduced to the faculty and students, and shown various laboratories. Of special interest was how the new entrepreneurs in education provided excellent facilities and instruction to the students. Instead of building laboratories for the biological sciences, they leased existing facilities from the government. They also provided part-time faculty employment to the directors. This capitalist venture appeared to work well as evidenced by the number of enrolled students.

Local Hospital

I had the opportunity to visit a hospital. As in Poland, lack of staffing and equipment were the major problems. I met a surgeon who informed me that he would have given anything to have the equipment seen on television at the time the Pope had surgery.

There were also some misconceptions regarding the practice of medicine in the United States. A physician informed me that it was a shame that only the wealthy in the United States could have access to medical care. Clearly, I had a lot of explaining to do as to Medicaid and Medicare.

Orphanages

I declined the invitation to see the infamous orphanages. While I sympathized with the orphans, I believed that the plight had become political. Most of the work in these orphanages was being done by the volunteers from the United States, according to the director of the Free Romanian Foundation. According to the director, some paid staff have become lazy. (A report that paid staff was being laid off due to volunteer work was unsubstantiated).

Several mothers I met did not see the documentary regarding their orphanages; they were upset that their country was being singled out. One indicated that there were also other dying children in other countries.

Hospitality

I was invited to the home of the university director for dinner. The apartment was small per western standards but apparently bigger then others and housed the director, her husband who was a physician, and three women relatives. A typical Romanian dinner was prepared. This included pork roast, eggplant, tomatoes, cucumber, and lettuce. Bananas and oranges were our dessert.

AVAILABILITY OF FOODS

Food appeared to be plentiful in Czechoslovakia. Grocery stores had enough variety on their shelves. Restaurants were doing well as evidenced by their number and the people eating there. It was the same in Poland. In Romania, even though there was a variety of foods in the open markets, the sizes of the produce was small. Restaurants in Bucharest at times did not have the food listed on their menus.

Romania used to be known as the "bread basket" in Europe because of its fertile land. This once agricultural country became individualized during the Soviet rule.

Privatization of businesses and concerns would take time. In the meantime, assistance of the Western countries was being sought and provided.

To return the hospitality shown to me, I invited my hosts to have dinner with us in our hotel. Later on, late one night, my hosts came back to bring gifts for each one of us. In addition, letters of invitation to return were provided. I was specifically asked to come back and teach in the school as well as provide in services to faculty and practitioners in Eastern Europe.

FREE TIME

Two colleagues and I took the opportunity to visit the Black Sea area and to tour the original Roman seaport, Constansa. The driver of our rented car was an engineer who stated that his income as an engineer was low hence he preferred driving rented cars. (It was apparent that the closure of industrial plants created unemployment among the technical staff).

During the weekend and prior to our departure for the United States, we had the opportunity to visit the Romanian countryside including the Bran Castle in Brasov, the setting for Count Dracula. (As I indicated to our guide, I believed that the original Count Vlad was instrumental in keeping the Turks out of the land, and therefore should be considered a hero.) It was peaceful in the Carpathian mountains.

CONCLUSION

The STAGES trip was a very enlightening and educational experience for me. To see the differences or similarities in different countries was in itself enlightening. To actually be the guests and get first-hand information about the countries was educational and wonderful. The time spent in Czechoslovakia, Poland, and Romania had made me more sensitive and aware of the needs of the people in these emerging democracies. It had also provided me with a sense of pride in and a better appreciation for the United States.

Because of this trip, I have included world food, nutrition, and the practice of medicine in courses I teach. When discussing community nutrition and foods, I share my new knowledge of Eastern Europe. I have also developed a special topic course called Dietetics and Health Care in Eastern Europe, the syllabus of which can be found in the following pages.

SYLLABUS

Course Title: Dietetics and Health Care in Eastern Europe

Credits hours: 3
Didactic hours: 27
Laboratory hours: 9

Course description: A study of dietetics, health care, and foods in Czechoslovakia, Poland, and Romania. Menu planning and the preparation of foods indicative of the customs and culture of these countries will be included.

Goals:

1. To provide the students with the awareness and sensitivity for other cultures, specifically those found in Eastern Europe.

2. To provide the students with an understanding of health care and dietetics as taught and practiced in Eastern Europe.

3. To provide the means for students to plan and prepare typical Eastern European menus.

Objectives:

After the course, the students shall be able to:

1. Compare the histories of Czechoslovakia, Poland, and Romania.

2. Identify the medical training needs in these Eastern European countries.

3. Describe the education and training of dietitians in these Eastern European countries.

4. List five present or potential nutrition-related problems among the populations in these Eastern European countries.

5. Compare the health care in these Eastern European countries.

6. Plan and prepare menus representing the cuisine of these Eastern European countries.

Prerequisite: None

Grading: Evaluation will be based on the following:

Two tests	50%
Assignments	30%
Class Participation	20%

Assignments:

Choose two of the following:

1. Five (or more) page report comparing Eastern Europe with the West. Include challenges in economics, society and culture. Attach bibliographies.

2. Write menus for one week using commonly used foods for a Czechoslovakian or Polish or Romanian family. Include recipes.

3. Investigate groups (clubs) with Eastern European ties in the community. Interview at least two members and/or attend any social function. Provide a five page written report.

DUE DATES FOR REPORTS: ONE BY THE SIXTH (6th) WEEK
ONE BY THE TENTH (10th) WEEK

COURSE CALENDAR

CLASS SESSION	TOPIC	ENHANCEMENT(S)
Week 1	Introduction Historical perspectives: Czechoslovakia Poland, Romania	Hand-out: World map slide presentation (Prague, Krakov Bucharest)
Week 2	The peoples and governments of Czechoslovakia, Poland, Romania: A comparison	Transparencies (comparison charts)
Week 3	Free market Economy: Its present and future in Eastern Europe. Implications in Food consumption	guest as team lecture
Week 4	Health Care in Czechoslovakia, Poland, Romania The Training of the Medical professionals (M.D.'s, Dietitians, R.N., etc) Comparison with Western systems	
Week 5	Test on Topics to date The practice of dietetics in EASTERN Europe	Paper/pen Objective and essay type test

CLASS SESSION	TOPIC	ENHANCEMENT(S)
	Employment opportunities	
	Nutrition-related problems	Comparison with U.S.
	- obesity - diabetes - cardiac conditions - cancer - alcoholism - AIDS	
Week 6	Nutrition - related problems (continued) and implications for medical intervention	Global Comparisons
Week 7	Medical institutions Specialized institutions Home for the Aged Provision of meals Menus Equipment	Pictures Sample menus
Week 8	Principles of menu planning - review	Menu forms Discussion
Week 9	Meal Patterns and Eating customs In Czechoslovakia Poland, Romania	Hand-outs
Week 10	Test on topics to Menu planning based on week 9 Activities	Form pens, pencils Discussion
	Standardization of recipes	Calculators

CLASS SESSION	TOPIC	ENHANCEMENT(S)
	Completion of purchase orders	Forms
Week 11	Meal preparation based on class menu plans	Invited guests to show-case students' abilities

EXPOSURE TO THE ARTS IN AND OF CENTRAL EUROPE

by: Judith Breisch Wise
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Clark State Community College

ABSTRACT

The cities of Central Europe provide us much useful information for the course Appreciation of the Arts. Here I use Vienna, Prague, Krakow and Budapest during three different time periods to explain a possible way to use the resources.

INTRODUCTION

One of the classes that I teach at Clark State is Appreciation of the Arts. The title bothers me; I would much prefer the title begin with "Introduction" or "Exposure." I am able to provide information about and generally accepted interpretations of given works; the student may or may not develop an appreciation. The text I currently use (Hobbs and Duncan, Arts, Ideas and Civilization, 2nd ed., Prentice-Hall, 1992) is primarily arranged chronologically, which fits well with my history and political science background. My aim for students in this course is that they begin to see culture and history in an interrelated manner.

Central Europe is ideal for this purpose. Vienna, Prague, Krakow and Budapest interrelate culturally, economically and politically so often, especially during the last 600 years, that the choice of periods to examine is almost overwhelming. Materials are especially plentiful if one wants to concentrate on the Renaissance and related movements, the Baroque and its outgrowths, or on the turn of the Twentieth Century. In addition, due to recent political changes, many of these materials are now readily available to us. Ideally an introduction could be done in a class such as Clark State's ART 130 and followed by on-site exposures.

For purposes of this paper, I will mention a small sampling of the materials available on the earlier periods and, with the topic of the turn of the Twentieth Century, deal with its Art Nouveau components. Periodically, within my paragraphs, you will find material in parentheses. Usually, this material will be a reference to pictures that I have taken or collected and intend to use in my class presentation. Should you want copies of my photos (copyright

restrictions raise problems about duplicating all others), a local camera shop tells me that the set of thirty-five pictures could be made into slides for $44.00 or into 4" x 6" prints for $16.00. Assuming more than one person orders a set in the same format, the cost per set could be less. The prices, which include mailing costs, are accurate as of the beginning of August, 1992, and must be subject to change. Please contact me for the latest information.

RENAISSANCE

The museums of central Europe are filled with the paintings, manuscripts, and other artifacts of 1400 - 1600. For example, in the Museum of Fine Arts in Vienna, there are galleries devoted to the works of just one artist, such as Durer, Pieter Bruegel the Elder, and Titian. Mantegna, Raphael, Caravaggio, and innumerable others also have works displayed in this one museum. In the Museum of Austrian Medieval Art in the Lower Belvedere palace, there are, among others, works of the Gothic period which do not follow today's stereotypes and, in addition, works that show traits which lead to the Renaissance. A work of 1450 - 60 by Lienhard von Brixen portrays the three kings making their presentations before the infant Christ. Unlike most of the portrayals of this incident made since 1800, all three kings are shown as Caucasians. A work of 1508 by Urban Gortschacher entitled Ecce Homo shows well the use of perspective and also the quite common mixture of historical periods, architecture, and attire found in one work.

In Krakow, the Jagiellonian Library contains a manuscript encyclopedia on parchment with imaginary human figures. It was created in Bohemia around 1440. The Codex of Balthazar Behem was inscribed on parchment in Krakow around 1505. Illustrated with more than twenty miniatures, it lists the privileges of the City of Krakow and the statutes of the local guilds. There is also a manuscript, De Revolutionibus, with the drawings, corrections and autograph of Nicolaus Copernicus who studied at Jagiellonian in the early 1500's. (Here I will use a set of eighteen pictures of treasures found in the Library. This set of cards, which includes the three items discussed above, was purchased at the Library.)

Perhaps the most famous painting in Krakow, probably in Poland, is the Portrait of a Lady With an Ermine by Leonardo da Vinci. Its home is in the Czartoryski Collections of the National Museum. It has not travelled since its arrival in Poland until last year when it came to the National Gallery in Washington, D.C., for the Circa 1492 exhibit and for examination by the Gallery's experts. As of the summer of 1992, it is back on display in Krakow, temporarily accompanied by El Greco's Laocoon from the National Gallery's collection.

There are also extensive collections of this type and period in Prague and Budapest. For example, in the latter's Museum of Fine Arts are extensive Spanish collections, works by both Bruegels, and the Esterhazy Madonna by Raphael. (Here I will use seven pictures of the period from the Museum of Fine Arts, Budapest.) The Esterhazy family is the same one that, some years later, was the primary employer of Haydn.

For architecture of this period, Prague and Krakow are walking museums. Some of the buildings within Prague Castle, including Vladislav Hall, parts of Saint Vitus' Cathedral, and the Golden Lane; the Royal Summer Palace; the Charles Bridge; the Wallenstein Palace; and much of the Old Town, including the Astronomical Clock, relate to this period. In Krakow, portions of the buildings on Wawel Hill, portions of Jagiellonian University, the Cloth Hall, and buildings in the market square surrounding it are all indicative of the architecture of this time. (Now I will use twenty pictures that I took of architecture in Prague and Krakow. This is the first group of pictures that I will be able to have duplicated.) In class I would not only use the pictures to identify the buildings and give a sense of the city, but also to explain some of the features of the particular style of architecture.

The most readily available of the music and literature of the period comes from Western Europe (e.g., Italy and the Low Countries) but was certainly known and probably played and read in the area under discussion. In my class, such literature and music would have already been discussed and/or played when I began work on the Renaissance in Italy, and I would make a passing reference to it here and to the unexpected mobility of some of the persons working in the arts at this time.

BAROQUE AND CLASSICAL

The Seventeenth and Eighteenth Centuries are also well represented in Central Europe. Examples can be found in all four cities and for all of the arts. To give an idea of this, one need only look at any of the Catholic churches of Vienna or listen to some of the period's music.

While the exteriors of the churches are often quite simple, the interiors are extremely lavish in decoration. The exterior of the Church of Saint Charles has many classical aspects. Built to plans of Fischer von Erlach, it combines a Roman portico and a Baroque cupola. This is framed by two copies of Trajan's Column, but with Trajan's exploits being replaced with scenes from the life of Saint Charles Borromeo. All of this is viewed across a reflecting pool. While primarily classical and simple in its parts, the totality is a hybrid. The interior of the church includes a dome with frescoes by Rottmayr, a main

altar above which is depicted the Saint's apotheosis, and an elaborate organ which is situated over a main entrance to the church with beautifully displayed pipes. (I will use four pictures of the interior and exterior of the Church of Saint Charles, Vienna, at this time.) The nearby Church of Saint Peter has been said to be the "most sumptuous of all the Baroque churches" in Vienna. It was built in the early 1700's by Johann-Lukas von Hildebrandt. It, too, has frescoes, gilded stuccos, and a number of elaborate altarpieces in its chapels. (I have a picture of one of the gilded altarpieces.)

The same architect created the Belvedere Palaces, the Lower Belvedere having been mentioned earlier as a site now of a museum of Gothic Art. Another portion of the Lower Belvedere is now a museum of Baroque Art of Austria. In it are the original sculptures from the New Market fountain by Raphael Donner and also, at the end of the building, the "Gold Room." (A picture which I took of the "Gold Room" and one of the gardens and exterior of the Lower Belvedere will be used.) Today the Upper Belvedere Palace also contains an art museum and it will be returned to later in this paper. There are many other examples of the art and architecture of this period in Vienna and the other cities. As before, the photos would be used not just for what picture or building they show and where they are located but also to generalize on the characteristics typical to the period.

The preeminent names in music in the 1700s in Vienna, Haydn and, especially, Mozart, are also revered in the other cities under consideration. There are innumerable churches, palaces, theaters, halls, and opera houses where music of the period is regularly heard, often on period instruments. Mozart is very well represented in current performances. An Austrian, he for some time lived in Vienna. He also enjoyed life in Prague and, allegedly, stated that the people of Prague were the ones who really understood him. Haydn lived both south of Vienna and in western Hungary.

Opera seems to be widely appreciated in central Europe. For example, The Magic Flute was presented at both the National Theater and at the Tyl Theater in Prague, within a week's time this summer. At the Opera in Budapest and at the Kammeroper outdoor performances at Schonbrunn in Vienna, Don Giovanni, was on the summer program. With Mozart, virtually everything he composed (Kochel lists over 600 items) is currently available on compact discs due to 1991 being the bicentennial of his death. A number of his operas, including performances of The Magic Flute and Don Giovanni, can be found on videotape. I would use Mozart to carry on discussion of the development and characteristics of opera and show several scenes from videotape in class. I would use both Haydn and Mozart to discuss the characteristics of the symphony and to prepare for a return to the subject later, probably after

Beethoven and again after Bruckner or Mahler. Other musical forms used by Haydn and/or Mozart could also be examined and listened to at this time.

The National Theater and the Tyl Theater in Prague and the Opera in Budapest have recently been restored to their original grandeur. (I have taken six photos of theaters, particularly of their interiors, to use here. I would also use a booklet I purchased there about the Opera in Budapest.) Mozart first conducted Don Giovanni at the Tyl Theater. The other theaters named were built around the close of the 1800's and have incorporated some of the features of the Renaissance and Baroque, some of which those times developed from the inspiration of Classical Greece and Rome. (Stressing interrelationships is important to me.) Depending on the time available, the video Amadeus could be shown. It provides good acting, some on-site filming, well-played excerpts from Mozart's music, and a chance to reiterate that what is seen, read or heard, in movies and other forms, even when it appears to be biographical, is not necessarily accurate.

As before, the best known literature of this period comes from Western Europe. Undoubtedly there are Central European works, but I will need to do further work in the area before I will be able to use them.

ART NOUVEAU

Part of my plan in Central Europe in the summer of 1992 was to locate and document materials connected to the Art Nouveau movement of the turn of the Twentieth Century. While I have located and photographed a number of the buildings in the style, particularly in Vienna and Prague; stopped at the various galleries to see and obtain copies of the pictures; and read explanatory information from several sources, my material still does not have the cohesiveness I need before I use it as a whole in class.

Vienna's Secession Building and several underground railway stations built in the style are bright and shining. The fully decorated facades of two buildings close to Secession are cleaned and restored as is the Port Office Savings Bank building. Prague has two buildings near the National Theater that display the decorative techniques; the upper windows of one of them are the open portions for the letters P R A H A which are painted in decorative form. The Europa Hotel on Wenseslaus Square is in the process of restoration. (There are seven photos which can be duplicated.)

When dealing with artists of the period, again Vienna is the place to start. The melancholy, the symbolism, and the inward looking of the period are often visible in the works of Klimt, Schiele, and Kokoschka. Although the

number of paintings in Vienna is substantial, they are scattered to several different museums, including the Upper Belvedere. The National Gallery by Prague Castle also has holdings of the three mentioned above, plus works by Mucha that relate to Art Nouveau.

A tie from some of the introspective paintings to the writings of Kafka (and probably Conrad) would be possible. Music by Mahler and Bartok could be used for the same purposes, or the compositions of Dvorek, Smetana, Janacek, and Bruckner (some of them a little earlier than this period) could indicate the rising interest in nationhood that was also prevalent during this time. If, instead of working with composers of a given period, one wanted to tie the composers of a given geographical area to a theme, e.g., nationalistic feelings, both Chopin and Liszt should be added to the grouping.

ENVIRONMENTAL CRISIS: CZECHOSLOVAKIA AND POLAND

By: Lael Bradshaw
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ABSTRACT

The degradation of the environment--pollution of the air, water and soil has reached tremendous proportions in Eastern Europe, particularly in Czechoslovakia and Poland. The STAGES trip clearly demonstrated first hand the extent of this crisis. Numerous examples confront the visitor. The ecological disasters are compounded by the emerging immediate problems of establishing stable political governments, paying of hugh debts, building efficient, modern industries and attending to the needs of the people of these countries, especially the health of these individuals.

Environmental concepts point out the unity of the natural processes on the planet. Not only must each individual country attend to their environmental problems but there also must be cooperation and a unified approach if they are to succeed in restoring their natural surroundings. A final, critical factor is time; it is running out.

INTRODUCTION

There is increasing awareness and concern about the pervasive environmental degradation of our planet. It is a problem that affects every country in the world and knows no political boundaries. Eastern Europe is unfortunately a classic example of a large scale pollution and contamination of soil, air, and water. Many observers within these Eastern European countries have categorized the area, especially Czechoslovakia and Poland, as the most polluted countries on earth. For example, some Polish reports predict that by the year 2000 there will be NO safe water in all of Poland. We were told on our STAGES trip to drink only bottled water.

The consequences of this contamination touch all aspects of human activity--economic, political, and social, to mention a few. Pollution threatens literally the health and well-being of the entire biosphere which, of course, includes the human race. The life expectancy of Eastern European people is demonstrably lower than others on the European continent. The shorter life span has been blamed on the ubiquitous pollution.

Our trip under the STAGES auspices got a sampling of the environmental degradation in Czechoslovakia and Poland, a measure of the magnitude of these factors and a sense of the awareness, concern and proposed measures to deal with the pollution. Eastern Europe's problems just point up the fact that environmental concerns are world-wide in effect, and it will take unified efforts that transcend individual countries and nations.

IMPORTANCE

The international conference recently in Rio on environmental problems, attended by almost every country in the world, underlines the serious conditions we face. Some aspects of pollution are relatively easy to detect and measure. Others are more subtle, long-term effects that are much more difficult to assess. It doesn't make any difference if it is in Times Beach, Missouri, or Krakow, Poland that the soil is so polluted with chemicals and metals that it is very dangerous to eat vegetables grown there or drink the groundwater.

FORMAL THEORY

One of the fundamental concepts promulgated by any environmental textbook is the oneness or unity of the planet--the principle of environmental unity. It has been compared to a fabric with many interwoven threads. Destroy individual strands and you weaken and eventually destroy the cloth. So we are slowly realizing what happens to one part of the earth's surroundings, also affects many other components of the earth's systems.

This basic concept is well illustrated in the industrialized region encompassed by Eastern Germany, the Bohemian area in northern Czechoslovakia and the Silesian part of Poland. The Russians developed this region as "the industrial engine" of their post-war economy. Using the extensive coal resources, unfortunately "brown coal," and the metal deposits, lead and zinc, they built large chemical complexes. Steel mills were also established utilizing the coal deposits. To acquire the coal, the earth was torn up, towns were moved and concerns for the land, water and air were ignored. People were not even allowed to discuss any environmental problems. The region now has massive soil contamination, the air is polluted (some regions have up to 4,000 times the acceptable levels of sulfuric dioxide at certain times of the year) and the water in many places cannot be used for drinking or even industrial uses.

Another basic concept that is a part of geological theory applicable to the environment is the idea of natural systems consisting of many processes that

interact with each other. There is a regularity, an order, which man can discern in the functioning of these natural systems although much more needs to be understood about their operation and interaction with each other. It was a major achievement for man just to identify and recognize these processes, for example, the water cycle with the precipitation, infiltration, surface run-off and evaporation continuously cycling this vital material on our planet. (One has only to look at the space photo of our blue planet with its swirling clouds to glimpse the significance of this entire system.)

PRACTICAL (CURRENT) INFORMATION

The environmental crisis is a global problem, because, as we have noted above, the world is an interconnected series of systems. Of all the factors that impinge on the operation of these natural processes, man is the most critical, the most destructive. Man has often set forth his own objectives as a part of a civilization, a culture, a country, a business or just a family, but these objectives may interfere, disrupt or destroy part of the natural system.

The United States has many unfortunate case histories of pollution and destruction of the natural environment as well as some success stories in turning the environmental degradation around. But the focus of this report is the environmental conditions we saw in the two Eastern European countries, Czechoslovakia and Poland.

Both these countries with East Germany form what has been called the "dirty triangle." The mineral resources from this area have been known and exploited for centuries: deposits of iron, zinc, lead, silver and sulfur. Coal beds underlie these ore deposits and provide the fuel to process the minerals. The Russians enlarged and intensified the industrialization of the area; it became the "engine" that drove much of the economy of these states. The economic and political factors were the prime and almost exclusive considerations of the Soviets. Environmental problems did not exist. Poland and Czechoslovakia as well as all of Eastern Europe have an "ecocidal" legacy--pollution of air, water and soil--that must be addressed. Free now of Russian control, they are developing democratic societies, but the transition from a completely planned industrial society to a private economy poses extreme problems for a damaged environment. It becomes a vicious circle. These countries believe they cannot immediately shut down much of their present industrial complexes which are great polluters. They need the money gained from these enterprises to sustain their governments, to pay on their foreign debt, and to keep people working, but can the environment continue to sustain the tremendous amounts of pollution?

Czechoslovakia

Statistics present a dismal picture of the environmental degradation in Czechoslovakia. Estimates by Civic Forum, a Czechoslovakian environmental group, show that 70% of the forests are dead or dying; a more conservative estimate by the Czech Environment Ministry places the destruction at 40-60%. Many of the higher elevations show "bald" spots, completely devoid of trees. In northern Czechoslovakia, Bohemia, where the burning of brown coal, provides the energy to sustain the economy, 120,000 acres of forests have been killed by the resulting acid rain from the high sulfur coal.

A prime example of this destruction is the city of Most. The ancient, royal city of Most in northern Bohemia along with thirty-six villages was razed because coal was located beneath the area. The "new" town of Most, mostly cement tenements, houses approximately 75,000 people who work in the open pit coal mines, the power stations utilizing the coal to generate electricity, petrochemical plants, foundries and steel mills. This complex extends for miles in a valley, partially natural and partially man-made, and provides over half of the energy for the nation. Electric power lines radiate out in all directions from Most. The environmental cost is tremendous. This industrial complex causes about 67% of the pollution in Czechoslovakia.

The sulfur dioxide and resulting acid rain have been blamed for the high levels of cancer, allergies, respiratory and heart diseases in this area. This region has sometimes been called the "tumor" of Europe. Statistics indicate a lower life expectancy of 7-10 years. Yellow flag alerts in Most, announced on the radio and displayed on vehicles by yellow flags, warn children and older people to stay indoors as the sulfur dioxide percentages in the atmosphere make it unhealthy to go out. In the last several years there have been 120 of these alerts annually. As if the "home grown" variety of pollution were not sufficient, this area of Czechoslovakia receives additional atmospheric pollution from Eastern Germany which is the greatest producer of sulfur dioxide in Eastern Europe.

The capital, Prague, has its share of acid rain as many residents use brown coal for heating. The city, especially during the winter has a blanket of smog; many buildings wear a covering of soot. At times nitrogen oxide levels in the center of the city have been reported many times higher than acceptable limits. Of even greater concern is the detection of cadmium, a heavy metal, in the breast milk of women in the Prague area. Contamination of the soil and water by the heavy metals from industrial processes results in their movement through the plants and eventually to man. According to the World Watch

Institute report in 1990, (cited in Hamilton, 1991) city planners have no idea what happens to 80 percent of the hazardous wastes generated by Prague each year.

The Communist party in Czechoslovakia was apparently well aware of the soil and food contamination. Their food was grown on special farms and sent to special stores where only the party members could buy. The average worker ate the contaminated vegetables, milk, and meat.

In Most, I saw the outline of a dinosaur sketched on a dingy gray wall. The Brontosaurus Movement, one of a number of groups concerned with the environment, seeks to redress the contamination of the air, water and earth. Polls show many Czechs view "eco-taxes" favorably. But taxes alone cannot remedy the damage. Almost complete reliance on brown coal as an energy source remains a tremendous problem. Under the Soviets energy costs were subsidized with no incentive to conserve and little incentive to innovate. A Czech Federal Committee for the Environment reported an increase of sulfur dioxide emissions as an indication of increasing wasteful use of coal, from 900,000 tons in 1950 to 3,150,000 tons in 1985. Many industries, poorly run, outdated technologically and great polluters, provided jobs under the Soviet regime. Part of the solution to the great environmental calamities is economic and social changes that bode to be drastic. Can the new political setting of emerging democracy weather these changes?

Poland

At first glance, southern Poland still appears to be a pastoral country with rolling green hills, abundant stands of forests and clusters of farm buildings. Closer inspection shows upright skeletons of dead trunks partially hidden among blighted and dying evergreens and deciduous trees. As the visitor approaches Krakow, the air "breathes" hard and the haze is more omnipresent.

More precise measurements outline the ecological disaster. A third of the population lives in ecological danger zones as declared by the Polish parliament. Of these twenty-seven zones five are so contaminated they are upgraded to ecological disaster zones, all in southwestern Poland. In 1988 five villages in these disaster zones were relocated because of the metals in the soil and the water.

Krakow in southwest Poland is considered by many to be one of the most unhealthy cities in the world. Some figures estimate at least 60% of the food in the Krakow region is unfit for human consumption because of the contaminated soils and water. Krakow, from medieval times, has been a

trading and market center. It was also known as the intellectual center. The University of Krakow, where Nicholas Copernicus studied, is one of the oldest universities in Europe. It has been claimed that the Russians, on Stalin's orders, deliberately built the large Nowa Huta steel mills on the edge of Krakow to overwhelm the old intellectual society by the new class of wage earners. But the steel mills have not kept up with modern technology and pollution controls were not used. Measurements show the 700 smokestacks emit 500,000 tons of pollutants annually, 170 tons of that is lead. Krakow is in the direct path of these pollutants.

To the northwest of Krakow lies Katowice, a mining center for over 300 years. It is part of the metallurgical and chemical belt, the "dirty" triangle of Eastern Europe. The people of Katowice have one of the highest number of digestive tract disorders and complaints. Their children show very high levels of lead in their systems. Sampling indicates over 60% of the land in this area has concentrations of heavy metals too high to be safe for farming. Yet approximately 70% of the food eaten in Katowice is still grown in the contaminated soils.

The mining of coal, lead, zinc, copper and silver for centuries has resulted in such massive contamination of the soil in Silesia, southwest Poland, that some scientists believe much of the contaminated soil will have to be replaced, a herculean task considering the extent of the pollution. Another possibility is to prohibit people from using the land for growing food.

Polish cities have little in the way of sewage treatment for their wastes. The capital Warsaw can treat only 5% of its sewage. More than half of the Polish cities have no treatment facilities at all. It is not surprising then that 90% of the rivers are too polluted to serve as drinking water. That is why the Polish Academy of Sciences predicts there will be no safe drinking water in Poland by the turn of the century. At present, one is never served a glass of water with the meal. One must ask for ice with a beverage and it costs extra. Bottled water is for sale everywhere.

The ecological hazard areas in Poland comprise about 11% of the total land area. There are some parts of the country that have escaped much of the pollution. These locations in Northeast Poland, have been called the "green-lung" areas, where the forests have not been touched by acid-rain and other pollutants.

Other Resources, Contacts, Publications

A meeting was arranged by the U.S. Embassy with Dr. Michael Trezzi, Director, Department of International Relations, Ministry of the Environment of the Czech Republic, Prague; Dr. Trezzi discussed the destruction of the Czech forests in northern Bohemia and the pollution in Most.

I was able to meet with Dr. Andrzej Skowronski, of the Department of Mineralology and Geochemistry, Academy of Mining and metallurgy in Krakow, Poland. Dr. Skowronski discussed the geological setting of southern Poland and the results of mining on the environment.

The STAGES group met with two members of the Polish Ecology Club in Krakow. They summarized the ecological problems in the country.

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CHALLENGES TO EDUCATION IN EAST CENTRAL EUROPE

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ABSTRACT

Discussions with educators on the STAGES trip revealed their concern about curriculum changes appropriate to a democratic society and a free market economy as well as their interest in experiential learning. Ideas about the Experience-Based Education program at Sinclair Community College were shared. Discussion summaries with educators in Bucharest are included. Ways to assist East Central Europe institutions with educational resources, equipment and academic exchanges from the West are identified.

INTRODUCTION

Highlights of our meetings with educators and business persons in Prague, Krakow and Bucharest during our STAGES experience are presented. Our discussions revealed our shared viewpoints and the responsibilities of higher education to help the unemployment problems.

A summary of our shared viewpoints is outlined:

1) American culture is becoming so powerful that it is almost universal.

2) Democracy and excellence are not exclusive in the educational process.

3) Educational barriers must not forge a permanent underclass.

4) The community college is adaptable to the educational needs of its citizens.

5) The strength in experience-based education is the combination of the abstract and the experimental.

6) It is not beneath one's dignity to work personally with students, an insult nor an intellectual insult to admit not knowing the answer to a student's question.

7) Learning about international business practices is not only economically wise but also intellectually important as we adjust to a new era of peace.

A second issue was the high unemployment resulting from the changeover to a democratic society and market-driven enterprises. People are having problems in getting and keeping jobs. A "brain drain" is taking place. Student leaders in Romania estimate that seventy percent of the university graduates will leave the country to look for a better job in the West. Many students find themselves working in places where they are not using their university training. Unemployment is especially high among technical and agricultural graduates because many state enterprises have been closed and state farm lands turned over to private owners. A recent UNESCO study documents a critical shortage of skilled persons in management, sales and r..rketing (Woodard, September, 1992).

Educators were very interested in how Sinclair Community College assisted students in obtaining jobs through experiential learning. Experiential learning concepts as used in the Experience-Based Education program at Sinclair Community College were viewed as an useful curriculum additive to their courses.

This paper documents our mutual understandings as expressed by East Central European educators on the usefulness of experiential learning both in the U.S. and in East Central Europe. Since training in experiential learning is needed by East Central European educators, information on sending textbooks as resources and academic exchanges/visits are included. Summaries of in-depth discussions with educators in Romania are also included for general information.

EXPERIENTIAL LEARNING IN A DEVELOPING COUNTRY

The term "developing" is used for those countries generally considered to have not yet reached the point to be called "developed" countries. According to Jaap (1984) "There are no absolute criteria to make this distinction but it is generally accepted that most countries fit into one category or the other." The distinction generally involves such factors as economic independence, literacy, and exportable manufactured products of services. East Central Europe is viewed as "developing" as it strives for economic independence, greater literacy and educational technology at all educational levels, and new initiatives for international business.

DEFINITION

"Experiential learning" is an educational methodology whereby students learn by doing, or experience learning. An experience is learned when individuals understand or realize something new thus making the experience a part of their own reality. The learning process is concrete, highly participatory, experiential, and of great pertinence to the lives and learning styles of a significant number of students.

Experiential learning is also referred to as experience-based education and "affirms that learning can and does occur in a variety of experiential settings with or without direct faculty or managerial supervision. In the broadest sense, experience-based education is action oriented and not exclusive of any location."

In the West, experiential learning is standard practice in some fields such as medical and nursing practice, engineering areas, clinical psychology, counseling, social work, elementary and secondary teacher education, business areas, computer programming and operations, and aviation training. In other professions such as history and the humanities or in skills training areas, experiential learning is viewed as a digression and not heavily emphasized.

Discussions with educators in Prague and Bucharest centered on how experiential learning could affect both students and workers, increase social action activities, develop critical thinking skills through a dual development process, increase the numbers of educated and certified individuals, and provide an education to individuals living distant from a major educational institution.

EXPERIENCE-BASED EDUCATION AT SINCLAIR COMMUNITY COLLEGE

Since educators in Prague and Bucharest were keenly interested in learning about the Experience-Based Education (EBE) department at Sinclair Community College, a brief overview of EBE is presented as general information.

EBE is part of the Division of the Extended Learning and Human Services Division and mainly consists of three experiential learning programs, namely Cooperative Education (CO-OP), the Credit for Lifelong Learning Program (CLLP), and College Without Walls (CWW).

Each program operates under the assumption that adult learners are a heterogeneous group of individuals who possess rich resources developed from life's tasks and problems. Individual differences increase with age because of the natural processes of adult development, thereby creating different needs and expectations related to education. This diversity is recognized through the careful nurturing of students in these programs.

Opportunities for experiential learning as provided through a work experience are as crucial to the development of students as are opportunities for learning from classroom theory, regardless of educational objectives. Because the experiential learning gained by a student is a valid component of the curriculum, it is given degree credit and is shown in the Sinclair Community College catalog and in the curriculum guides as an integral part of programs of study.

COOPERATIVE EDUCATION

Cooperative education is generally referred to as co-op. The term originates from using the work cooperation when two students had to "cooperate" in fulfilling the work responsibilities for one work position.

Formal cooperative education programs began in the United States in the early 1900s. Since then, more than 1300 private and public colleges and universities offer cooperative educations from the undergraduate to the doctoral level. Cooperative education, once exclusive to engineering students, is now included in the general college and university disciplines, including the liberal arts. These 1300 programs today enroll over 280,000 students with over 40,000 participating companies.

Cooperative education is generally defined as an educational strategy integrating a student's academic studies with related on-the-job work experiences. The philosophy underlying cooperative education is that a much better education can be obtained when students have an opportunity to apply knowledge and skills learned in the classroom to a realistic situation in the community under the tutorship and supervision of expert tradespersons and professionals. In the co-op experience, students develop work-learning objectives which are approved by their supervisor and a faculty member from their academic area. The final grade reflects the evaluation of the supervisor, faculty member and the student in determining how well the student accomplished the work learning objectives.

Cooperative education has been widely accepted in the colleges and universities in the United States and Canada. Within the European Economic

Community (EEC), the United Kingdom has a fairly well-developed system called "sandwich courses," a less strong approach is found in France (stages), and Germany (prakticum). Some pockets of cooperative education exist in some of the other countries in the EEC but not in significant numbers. However, the European Community action program for Education and Training for Technology (COMETT initiative) is starting to change this limited picture of cooperative education. COMETT has introduced student work placements in countries with no previous experience in cooperative education. The development of cooperative education programs has been slow in other countries such as India, Africa, and South America (Walker, 1991).

East Central Europe has always had a history of higher educational systems with practical, applied, and strong training components in collaboration with employers. (Brewer, 1990). Under the communist regime, graduating students were automatically assigned to work for a specific employer by a central government employment office. Job-seeking skills such as resume writing and interviewing techniques as used in the West were not necessary. Now, in many instances with the fall of communism, the government-sponsored employment office no longer exists. Students are seeking employment opportunities, and they have little or no formal training in job-seeking skills. Faculty are inexperienced and readily state their need for training and education to integrate job-seeking skills into their programs.

Employment Usage - Having a cooperative education work position in an organization helps the student obtain a permanent full-time position upon graduation. Because cooperative education assists students in employment, many educators predict that cooperative education in Europe will dramatically change in the next few years. Some think it will grow at an unbelievable rate. Co-op is probably the least expensive method of technology transfer because it allows companies who have a co-op student from another country to get involved in a wide range of market opportunities in the student's country.

Expanded Learning Activities - The traditional European approach to learning emphasizes a formal relationship with the instructor doing the planning, needs assessment, and setting learning objectives. Lectures are the prime teaching methodology with the instructor telling and modeling the correct way. Also evaluation is principally conducted by the instructor (Marquardt, 1984).

In contrast, the work learning contract as used in cooperative education fosters a joint determination by the instructor and the student in assessing student learning needs and objectives; uses a variety of learning methodologies and

outside resource people; and enlists the student, employer and faculty to participate in the evaluation process.

Dual Development - The concept of "dual development" may be the most important aspect of a cooperative education program in East Central Europe. Dual development means that as students develop their skills while working in a job related to their classroom studies, the people with whom they work simultaneously also develop their skills.

Prior to the fall of communism, Willoughby (1985) stated:

> To meet the need for more and better mid-career training in management skills, national leaders and multilateral and bilateral agency administrators will need to rethink their programs....They will have to find the human and money resources needed to upgrade and expand mid-career management training in developing countries at a time when both are scarce and hard to find.

His words are appropriate for the necessity for training managers to enter into global competition both in the U.S. and in East Central Europe. For example, the lack of trained staff--especially staff with management skills--continues to be a major impediment to the economic growth of east central Europe. Furthermore, as development proceeds, the skill needs of staff change with changing circumstances. New skills are needed and skills that were suitable for a less complex situation need to be upgraded to meet more demanding circumstances.

East Central European students enrolled in a management program could work in a cooperative education position in a business or industrial environment. Finding such opportunities would be difficult but when employed, it is conceivable that the students acting as role models using appropriate business practices for a free market economy could effect change in the organization; subsequently, the persons working with the students could learn from them. Students bringing new learning ideas to the work site often create a ripple effect of learning that could criss cross the entire organization.

Social Action - In East Central Europe, there are not enough business enterprises functioning in an economic way to serve the employment needs of students much less the workers. It is suggested that students could have an unpaid cooperative education work experience through a government, community or social service agency. In this way, students make a contribution

to their community in initiating infrastructure projects such as building roads, staffing health clinics, designing water irrigating systems, using technology in farming tasks, etc. By becoming involved in rural communities, students may choose to remain in the community and not relocate to a major city. When cooperative education is used in a social action mode, everyone benefits, not just the student.

Critical Thinking Skills - Critical thinking skills are regarded as a worthy educational goal. Critical thinking skills are generally equated with reflective thinking, problem solving and decision making, all which are necessary in learning new tasks and using new technologies.

The creative aspect of thinking generates new ideas, possibilities and options whereas the critical aspect encourages trying out, testing and evaluating these products. All complex thinking involves both creativity and critical thought in varying mixtures (Brookfield, 1986; Yinger, 1980).

Knowledge and experience are necessary conditions for critical thinking. Knowing relevant facts, concepts and principles along with having an appropriate work experience can produce problem solvers and decision makers appropriate to the emerging democratic principles and business practices in East Central Europe.

Credit for Lifelong Learning Program (CLLP)

CLLP has grown from a pilot project in 1977-78 at Sinclair to a program serving between 400 to 500 students a year in 1992. Sinclair has one of the largest programs in the United States for evaluating prior learning through the use of portfolios. Many U.S. and international institutions have used Sinclair's CLLP as a model for developing similar programs.

Educators in East Central Europe discussed their commitment to have more people educated and certified in various skills. The portfolio process in the CLLP has utility in moving greater numbers of individuals into the learning process. In the portfolio process, students document their learning of various skills from experiences and sources separate from the school, have the learning assessed by appropriate faculty, and gain credit towards a certificate or degree. People gain self-esteem and form learning documentation by getting recognition for the skills they have learned from their life experiences.

College Without Walls (CWW)

CWW began in 1976 with the help of a U.S. Government grant. CWW provides a means for students to pursue associate degrees within flexible time frames. CWW students take some classes on campus and other classes in an independent study format by developing learning contracts. Each contract provides a comprehensive guide for achieving course objectives and evaluation.

Many East Central European communities are geographically removed from an institution of higher learning. Distance education concepts using instructional television, audio and video tapes, along with independent learning, could be utilized in a CWW program. Students would contract for their learning with an appropriate faculty person and proceed to learn on an independent basis. The type of student most successful in using the CWW approach at Sinclair has been a mature person with broad working experiences, who is self-directing, well-disciplined, and highly motivated to complete the learning contract with a scheduled time frame.

HIGHER EDUCATION IN ROMANIA

For some inexplicable planning reason, we were only able to discuss educational challenges in depth with educators in Bucharest. Our meetings with educators in Prague and Krakow centered more on the business curriculum and not education in general. While in Bucharest, we had discussions with several creative entrepreneurial educators from the Academy of Economic Studies, the Athenaeum Academic University, and the University of Bucharest.

Academy of Economic Studies

In an effort to respond to the needs of the new emerging labor market, the Academy of Economic Studies in Bucharest is working towards curriculum changes to develop the management, sales and marketing skills of its graduates. The Academy's Vice-Rector, Dr. Mihai Korka and the Prorector, Professor Oprea Calin, have taken an energetic stand on new curriculum ideas since the revolution. Our meeting with them, their colleagues and Dr. Dennis McConnell from the University of Maine took place on our last day in Bucharest. The discussion was a sharing of ideas on an educational vision for Romania's future, truly a highlight of the trip.

The Athenaeum Academic University

Another highlight was learning about a new educational thrust taken by Dr. Mioara Florica Tripsa, the University Vice-Rector and Dean of the Athenaeum Academic University. She and a colleague decided to start a new university instead of trying to work through curriculum changes within the present university system. The Athenaeum Academic University began in 1990 as a higher education and scientific research institute, privately financed for the public benefit, and functions on the principles of a non-profit foundation. It is a four year university system, operating out of rented space, a limited library, and charges tuition fees. Now just two years later, there are over two thousand students enrolled. Taking into account their many needs (equipment, books, journals, consulting, exchange of professors and students), this author would gladly assist any reader able to provide any resources to the Athenaeum Academic University (Tripsa, 1992).

University of Bucharest

We met with Dr. Zoe Petre, Professor of Ancient History at the University of Bucharest. Her comments are paraphrased as follows:

> The history of education in Romania has been stifled by the late dictator Nicolae Ceausescu. Since the revolution, the Ancient History department has hired ten new faculty. Lots of interviews took place with very young professors. It is not hard to find professors in the twenty-five to forty age range as they were obliged by Ceausescu to teach in far away cities and villages. They were good students themselves but we can't take them on as faculty at the University now as they have lost touch with their subject matter and their colleagues by living and teaching in rural areas.
>
> Historians are not numerous in Romania. There is a great amount of work to do in recruiting historians and changing the thinking about history as the events need to be documented correctly. We will be able to restore normal curriculum in a short time. Under communist rule, faculty with any problem in the political sense were simply not allowed to teach. We recruited our new faculty from these persons who had a negative political past and also invited important elder professors to work.

The University is dependent on state funds. The education budget is the first victim when budgets are cut because it is a non-military cost. Students pay no tuition but they buy their books.

There is a strong barrier between high school and college. If the high school experience was not very good for the student then they need basic skills, and they are not qualified to enter the University. We used to have ten to fifteen students apply for Ancient History, then it dropped to six and now four. The students apply to the University, take a writing exam, keeping their identity a secret, and a test on national and general history. It is not easy to get a place in the Ancient History School. It is probable that students have an interview a year before starting the University. We now have one hundred students in our school.

I am a member of the National Committee for Education Reform. The new reforms in education are worse then in Ceausescu's time. Educators want a strong control of the Higher Education Ministries. They want students to pay tuition (now people are poor and cannot pay). Educators are not keen on minority education. In previous time the Ministry had to know what was taught in each class. Now the Ministry has no real job and are therefore inventing their jobs just to stay employed. Elections will be held in September, 1992. We do not want educational laws brought up for vote as we have not had enough time to think quietly about the proposed changes.

Our graduates normally teach history to the primary grades (1-4), the gymnasiums (4-8) and then the four years of high school (lyceum). Graduates are trained to teach in the high school and if a position is not available then they go to the gymnasiums but lose some of their credentials. Five years of university education is equivalent to a B.A. and M.A. in the U.S. Our students do not have enough practical preparation; they have too much theory.

We have two systems, one for the traditional students and the second is a correspondence program of which we have twenty-five students enrolled. The correspondence program is taught mainly by young teachers around the age of thirty. There is a

> growing interest in U.S. history. We receive books mostly by exchanges with other university professionals from the U.S. and other countries.

LIBRARY NEEDS

While at the University of Bucharest, we met with several librarians and toured their work area. All of the books are located on shelves behind a closed door. The students are not allowed to look for books themselves. They present a request to the librarian, are given the book, and are only allowed to use the book in a special area. Lack of hard currency prevents the purchase of books. Romanians place a great value on books. For information-starved Romania, books are as important as food, medicine, or blankets. There are many book sellers on the streets. A successful book drive was launched in early 1991 by the American Library Association's "Books for Romania." The Popa (1992) article chronicles the events leading to the success of the drive. The article warrants reading by anyone interested in a similar program to help send books to Romania's libraries.

A recent overview of the current status of Romania's libraries was written by Anita L. Breland (1992), a Library Consultant and a 1991/92 Fulbright Lecturer. She states:

> Just two of the academic libraries are on the brink of full-scale automation (over 10,000 total libraries). Both libraries and computer centers will have to be given priority in Romania's budget in order to play an innovative role in higher education. Romanian librarians are beginning to see that their colleagues in the West develop plans and budgets, teach alongside faculty, and manage a broad spectrum of library services. Against overwhelming odds, they avidly seek the knowledge and professional stature that will permit them to do the same. Only with new professional skills can librarians in Romania prove the worth of the library enterprise to faculty and students, and make their fullest contribution to their society's renewal.

Hopes for educational renewal are high in Romania. A spring, 1992, UNESCO international conference on intellectual freedom and university autonomy in Senai marked Romania's return to the European academic community. "East European universities need overseas contacts to rejoin the European space, " said V. N. Constantinescu, President of the National Rector's Conference of Romania. University development in the region stopped around 1947, and now "the problem is how to jump from 1947 to 1992." He added that universities in western Europe could provide assistance

most effectively by offering fellowships for eastern Europe's junior faculty members, and visiting professorships for senior ones (Woodward, 1992 May).

OPPORTUNITIES FOR INTERNATIONAL EXPERIENCES

U.S. universities, colleges, and exchange organizations are embarking on new international exchange initiatives and training programs for its faculty and administrators in East Central Europe. Funding sources indicate a greater interest by educators from the West as being more interested in placing their future efforts, initiatives, and investments in East Central Europe than Central and South America, Africa, and Asia.
There are numerous sources for private and federal funding for international experiences and exchanges in East Central Europe. This paper only covers a few of those sources. Please contact the author for a detailed listing. Some examples are:

1. International Research & Exchanges Board (IREX) - offers three types of short-term travel grants for U.S. citizens and permanent residents who have the PhD or equivalent professional degree and plan to undertake projects in the humanities or social sciences involving Central and Eastern Europe, the states of the former Soviet region or Mongolia. Support is provided for brief visits (one to two weeks) which do not require administrative assistance. Travel grant recipients may stay longer than two weeks at their own expense. Please contact Cynthia Graves, Staff Contact, IREX, 126 Alexander Street, Princeton, NY 08540-7102 or call (609)683-9500.

2. Sabre Foundation Book Program - receives requests for books from institutions in Eastern and Central Europe and the former Soviet Union. It ships to requesting institutions books received from publishers and individuals. Reference books are particularly needed. Please contact the foundation before sending it any books. For more information, write to the Sabre Foundation, P. O. Box 483, Somerville, MA 02144, or call (617) 868-3510.

Several of the educators we met were keenly interested in coming to the U.S. on an exchange. The two year schools represented on this STAGES experience do not easily support international exchanges. The East Central European educators we met were primarily from universities, interested in collaborative research activities, and in general, were not knowledgeable about the community college system.

However, community colleges are sponsoring academic exchanges. Dr. Jan Macek from Czech Tech University in Prague and Professor William Deighton at Sinclair Community College cooperated in a faculty exchange during 1990 and 1991. Dr. Macek was instrumental in helping the STAGES faculty to secure economical lodging and to meet with appropriate educators and business persons.

Also, Kirk (1992) documents an excellent overview of the growth of faculty exchange activity and funding sources. Rockland Community College is the only community college listed as having a formal activity in over thirty-six pages of the appendix summarizing the U.S. Institution Program Data. A reference to the pilot program Short-term Travel Abroad Grants for Educators (STAGES - the funding source for this experience to East Central Europe) was included in her report. The community college is truly the "new kid on the block" with international experiences but not for long.

Student exchanges are also limited for community college students in comparison to university students. The limitation is probably due to community college students just starting out in the learning process, their necessity to work while in school, family responsibilities and a lack of funding sources for exchanges for community college students.

A new source for graduate student experiences is The Enterprise Corps, a consortium of the nation's top twenty-two business schools that "sends newly minted American MBA graduates to work in the evolving private sectors of Hungary, Poland, and Czechoslovakia." Students draw from the coursework while working in banking, manufacturing, heavy industry and electronics. The demand for students is high but the cost of $30,000 per student keeps the program small (Staff, 1992).

Conferences are another way to learn from international colleagues. An example of an international conference exploring educational and work changes between the East and West took place in Wroclaw, Poland in March, 1991. For information about the results from the conference, contact Dr. Mike Hardy, Faculty of Business Management, Lancashire Polytechnic, Preston PRI 2TQ, United Kingdom. Other international conferences are advertised in the Chronicle of Higher Education and in the Global Educator, a quarterly international publication (Cook, 1992).

Professional organizations such as the Council for the Advancement of Experiential Learning in the United States can provide consulting services and resource materials on experiential learning (CAEL, 1992). CAEL is sponsoring an international conference on experiential learning in Washington, DC in 1994. For more information contact the CAEL office, 223 West

Jackson Boulevard, Suite 510, Chicago, Illinois 60606 USA: President Pam Tate, Telephone 312/922/5905; FAX 312/922-1769.

SUMMARY

East Central European educators are wrestling with the nature of the curriculum reforms needed to curb unemployment such as experiential learning, provide additional learning opportunities, and help their citizens learn about the free market economy. For many of them, it is an opportunity to reexamine their professional expertise and personal knowledge, skills and attitudes. Community college educators can help them determine their priorities, through continued discussions, meetings, exchanges and sharing of knowledge. Paramount to sharing is to respond to their need for textbooks, computers, informational resources, and sponsorship for exchanges.

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TRAVEL IN EAST-CENTRAL EUROPE

PREPARING FOR SAFE, HEALTHY AND EFFICIENT TRAVEL TO EASTERN EUROPE

By: Sue A. Zulauf
Professor, Computer Information Systems
Sinclair Community College

INTRODUCTION

Traveling abroad can be a wonderful stimulating experience or it can be an exasperating disaster. Pre-trip planning makes the difference between success and failure. It is my intention to help make your trip a roaring success.

Under the expert leadership of the Project Director, Dr. Jean Cook, and Sue Zulauf, Professor of CIS, a ten-member group of Ohio two-year college faculty spent a month in three Eastern European countries investigating how businesses and higher education institutions are meeting the challenges of entering a free market economy. The Sinclair sponsored trip was funded through the U.S. Department of Education's program for Short Term Travel Abroad Grants for Educators (STAGES). Dr. Cook's proposal was the only proposal funded for the year and was the first of its type; hence, we proceeded with few guidelines.

This curricula has two audiences; those who plan to travel and those who are attempting to take a group of educators on a study tour overseas. I will describe our experiences and help you avoid many of the pitfalls we encountered. As a participant in the trip, the travel director and a travel agent, I have a broad view of the experience. Specific travel arrangements, general travel tips and health related travel tips will be discussed in detail. As is true with many of life's experiences, it turned out that communication skills and interpersonal skills were more important than travel experience.

The planning time for this tour encompassed approximately one year, and included an advance trip to Eastern Europe nine months before the group, during which initial arrangements were made for lodging, meetings, transportation, interpreters and sight-seeing.

Even though our trip was well-planned and very successful, we did encounter unexpected challenges. This paper will describe our successes and arm future travelers with information they may need to avoid some of our pitfalls.

QUALIFYING POTENTIAL CANDIDATES

The STAGES grant was for a total of ten faculty members. In addition, we encouraged each faculty member to invite one adult companion. We originally had four companions show an interest but only two joined our trip. In retrospect, I believe we would have encountered more problems had more companions actually joined us.

The two companions were my husband, John and Dr. Cook's husband, Barney. Both men were extremely helpful and tuned in to the purpose of the trip. I could envision a whole other set of problems had too many companions brought along their own agendas. My husband served as a problem solver and advance man on many occasions. It is vital you have someone assigned to this duty.

Prior to the trip, we had distributed to the entire faculty a request for applications, which included a calendar for important deposit deadlines and mandatory group meetings. We received 16 applications, two of which did not meet the qualifying criteria. The STAGES committee chose ten potential candidates and four alternates.

Our first mistake was not requiring a more substantial deposit at the time of acceptance. Those considering the tour were willing to pay and possibly forfeit $100 in order to hold their spot, while they continued to think about it. I would recommend a $500 deposit requirement from the beginning. We felt that a couple of people signed up waiting to see if something else came along that sounded better or required less of a financial commitment on their part. When the $500 deposit was finally required, they dropped out.

We did not realize our second mistake until much later. Several of the people who applied had "their own agenda" and were planning to use the grant funds to further their own interests. They were not really interested in the grant project per se; they viewed this tour as merely an inexpensive way to travel to Europe. As it turned out, the less we knew about a candidate, the more likely this seemed to be true. Happily, those individuals opted not to accompany us.

Jean and I willingly took on the responsibility for the travel arrangements, accommodations, professional meetings, sight-seeing, etc. However, it is a tremendous task for one or two people. I suggest that you ask for volunteers during the planning sessions to research and coordinate particular aspects of the trip. One person could research sight-seeing opportunities, another could look into cultural events in the surrounding areas, another might provide packing tips.

CHOOSING A TRAVEL AGENCY

The most important part about choosing a good travel agency is choosing a good travel agent. You would be well-advised to interview the potential travel agent and form an opinion about how much time and effort you feel that agent is likely to spend on your behalf. Some agencies/agents specialize in "volume" travel, in other words, they book hundreds of trips to common destinations per year. These agencies are less likely to be well versed in the intricacy of group international travel. Other agencies specialize in group and/or international travel. These agents are more likely to be acquainted with the foreign agencies, the airlines, trains, and customs.

It is not necessary to find an agent who has traveled to your particular destination. It is more important to find one you trust. Your choice should have several years' experience in booking group or international travel. Your agent ideally has worked at the agency for a number of years. Booking your trip with an agent who subsequently changes agencies becomes sticky for everyone. I believe that you will receive better service from an local agency. Larger agencies in Chicago and New York, while frequently having more specialized experience with specific destinations, are much less inclined to go out on a limb for a small town, anonymous group of educators. Having a personal connection at a travel agency will probably get you the best service. Agents tend to spend more time with the clients who are friends with the agency owner.

Ask lots of questions. Make sure you understand all deposit and form of payment details. If your trip details are not properly understood, it is your group that will suffer, not the travel agent! Read all the fine print and if you do not understand something, ask. You travel agent should be willing to investigate your questions. Ask for copies of everything and make notes on your calendar of important deadlines. Be appreciative of your travel agent. Although he or she is merely performing the job he or she gets paid to do, a little appreciation will always yield better service.

TRANSPORTATION

Delta Airlines now flies from the US to Eastern Europe with one stop. I would suggest this route because it is the most straightforward. If you are planning a trip using US government grant funds, you will be required to fly "over the water" on an American carrier. Trying to arrange and coordinate connecting

inter-European flights can become a tedious job. As more carriers fly to Eastern Europe, planning the flights will become easier and more flexible. We flew both LOT (the Polish airline) and OK (the Czechoslovakian airline) and found them satisfactory. My personal preference would be an American or major European carrier.

Public transportation is readily available, quite satisfactory and inexpensive. I strongly suggest using the bus and Metro system whenever possible. Generally, you purchase tickets at hotels and ticket booths and punch a ticket as you enter the system. Although it appears to be an honor system, they do patrol and occasionally ask to see your punched ticket. When a member of our party was caught without a punched ticket, he suffered a few nervous moments waiting to see what would happen to him. To his enormous relief, he was fined and released.

Taxis were plentiful around tourist attractions but more difficult to find once we traveled off the beaten path. Not all drivers spoke English which created an occasional challenge. Prices varied greatly so always arrange the charge before entering the cab.

You will no doubt have the need to deal with a local travel agency. They handle many of the local bus tours and also sell train tickets. Before privatization began, it was very difficult to deal with either ORBIS (Poland) or CEDOK (Czechoslovakia) because they simply did not care.

For our tour we found the service to be greatly improved, although we still waited in long lines and often received poor service and incomplete answers. If you know in advance what you plan to do, I suggest you purchase your tickets to events and tours in the US. We paid by credit card and received vouchers to be used overseas. At no time did we encounter any problems with reservations which had been made in the US.

Both CEDOK and ORBIS have US offices but it is very difficult to contact them. They do not always answer their phone and when they do, you may not understand them. Be PATIENT and FLEXIBLE!

The trains in Eastern Europe are reliable, but for a long trip, train travel can be difficult and tedious. Train information and timetables are difficult to obtain and decipher. Most of the employees at the train station do not speak English. It is possible to obtain train tickets at national travel agencies. I recommend utilizing trains for only short trips and reserving flight reservations for longer inter-European trips.

GENERAL INFORMATION

Although many Europeans speak English, many do not. I would suggest learning some German rather than attempt to learn any of the less common languages which are more difficult. You should manage well with a combination of German and English in most situations. As time goes by, and the free market becomes better developed, English will become more prevalent.

Tour participants should check with their health insurer to verify overseas coverage and payment methods. I would require everyone to purchase travel insurance through your travel agency. Trip interruption, medical and lost baggage insurance are available at a nominal price. Also have everyone check with their credit card companies to get the international lost card phone number and overseas services provided by the company.

Dealing with foreign currency can be very confusing. We found we made a lot of errors when paying for items with large bills. It is a good idea to have a lot of cash and/or travelers' checks. Many restaurant and most retail shops accept only local currency. Although we were told prior to departure we could pay for many of the services by credit card, when it came time to pay, many agencies and vendors wanted cash. We were advised that each person would pay for his or her room individually; however, upon check out we were told to put the entire bill on one credit card. Be prepared for the unexpected and be flexible!

HEALTHY TRAVEL

Medications and Travel

Prior to departure, your travel agent, pharmacist and physician should be consulted about travel related health concerns. This will ensure that essential precautions will be considered before travel. You should always carry enough medications to last longer than the trip if possible. It is also wise to carry along duplicate typed prescriptions containing both generic and brand names. Always carry all medications with you in the original prescription bottles to avoid problems with customs. Some medications such as sedatives, tranquilizers and narcotics may present a problem when being taken into another country. Many medications that are normally available in the U.S. only by prescription are available over the counter in many overseas countries. The FDA does not feel that these products are safe for normal consumers' consumption. These drugs may present custom problems upon return to the

U.S. If you must buy medication abroad, stick to brand names or ask the pharmacist what is similar.

Pack an extra pair of glasses plus a copy of your eyeglass prescription. If you have a hearing aid, take extra batteries.

Jet Lag

Millions of people suffer from jet lag every year. Exactly what is jet lag? It is the mismatch between the traveler's biological clock and the time at the destination of travel. Fly east early, fly west late; following this classic advice is easier on your natural body rhythms.

Common jet lag symptoms:

* Fatigue
* Insomnia
* Sleepiness at odd hours
* Loss of appetite
* Unusual hunger at odd hours
* Dizziness
* Headache
* Sore muscles

Jet lag does not usually occur when traveling north and south because time zones do not generally change. Eastward and westward flights produce the most severe jet lag. Flights east produce worse symptoms than flights west. The more time zones crossed the more severe the symptoms tend to be.

Other factors such as excessive alcohol or caffeine consumption before or during travel, overeating, high stress level and in-flight conditions may influence the severity and duration of jet lag symptoms. Medical professionals recommend avoiding high fat foods before and during travel.

Traveler's Diarrhea

Traveler's diarrhea affects 40-50% of those who travel to developing countries. It is caused by infectious bacteria acquired through contaminated food and water. Traveler's diarrhea can even occur in places where sanitation may seem very good. The risk of contracting traveler's diarrhea depends more on what you eat and drink than where you go. It usually begins 3-7 days after arrival and lasts 3-4 days if untreated.

Prevention is the best treatment. Know which areas of the world are high risk and be sure to consult your doctor before travelling. Always take an anti-diarrheal medication with you! Imodium-AD, used as directed, may be the best. It usually stops diarrhea after one dose. The value of Pepto-Bismol is questionable. Your doctor may prescribe an antibiotic. If you have a temperature it may be best to take the antibiotic only; the anti-diarrheal may "stop up" the bacteria, making you even sicker.

WARNING: Never use local remedies to treat diarrhea. Over the counter drugs can be extremely dangerous and toxic. If your symptoms persist for more than 4 days, SEE A DOCTOR.

Risky Foods:

* Leafy green vegetables including salads
* Custards, pastries and desserts
* Raw vegetables and cold platters
* Raw or undercooked fish or meat
* Tap water and ice cubes
* Anything sold from a street vendor that is not seen boiling
* Buffet-style foods that are not seen steaming

Safe Foods:

* Anything boiling or steaming hot
* Bottled water, beer or soft drinks
* Bread and tortillas
* Packaged butter or jelly
* Fresh citrus fruit and fruit juices
* Nuts, fruits and vegetables purchased intact and then shelled or peeled
* Well cooked eggs
* Pasteurized and refrigerated dairy products
* Coffee and hot tea

If common sense and following these tips do not work and you become ill, call the American Embassy or American Express or Visa/Master Card for a list of English-speaking physicians. Obtain these numbers from your credit card company before leaving on your trip.

RECOMMENDATIONS FOR FUTURE ACTION

RECOMMENDATION FOR FURTHER ACTION

1. A greatly expanded opportunity for short term travel abroad learning experiences permitting the participation of a wide spectrum of faculty, staff and administrators at community colleges.

   Historically, community college faculty and administrators have not had the range of opportunities for academic exchanges or to establish linkages with foreign institutions of higher education that has been offered to four year colleges and universities.

   With more than half of the college freshmen starting their educations at the community college, it is imperative that community college faculty, staff and administrators truly learn and participate in travel abroad learning experiences; so they, in turn, are able to share their learning with their students.

2. Make it an essential objective of the long-range plan of a community college to provide leadership, accountability and follow through on employee travel abroad learning experiences.

   The number of faculty and staff participating in travel abroad learning experiences and networking with their colleagues is growing. Coordinating the activities, preventing overlap, assisting in developing the overseas connections, collaborating on sending resources overseas, etc., is imperative to prevent wasting of the financial, personal and professional resources used by the participants.

   For example, there are many professional resources such as textbooks available on a community college campus that are not utilized. The textbooks could be transported abroad to a needy educational institution through a central campus coordinating process.

3. Increase the financial aid that is offered to faculty and staff for travel abroad learning experiences to include assisting more than one person on the same campus to participate in the same experience.

Sending a "team" of at least two persons in a travel abroad learning opportunities is a better way to be sure follow-up activities take place on the campus. One person is not as effective as a group to provide the impetus to share the experience when returning to the campus. Financial constraints arise for participation when one person receives college support and the rest of the team is disallowed in their requests.

4. Increase the opportunities for short term teaching/work exchanges for faculty, staff and administrators to work at an educational institution or business organization abroad.

   It is difficult for mature professionals to leave their work positions for a long period of time. Short term travel abroad learning experiences with a specific focus financed in part by the professionals themselves, their institutions and outside funding sources would allow for participation without seriously affecting their careers, work flow and family responsibilities.

   Mature professionals generally have a larger net work of colleagues to ask for financial assistance and resources to subsidize their travel abroad experiences and projects than a younger professional.

5. Planning for participation in a travel abroad learning experience should begin approximately nine months prior to the date of departure to allow for ample development of international connections, learning about the area to be visited, and to coordinate the learning activity with other campus groups.

   Ample planning time provides the participants with involvement in their learning so they in turn are prepared to take the appropriate action when faced with decision making while abroad. Evaluating the possibilities that may arise necessitating a specific action makes for earlier preparation than when confronted with a difficulty for which one is unprepared.

APPENDICES

APPENDIX A: PARTICIPANT SELECTION PROCESS AND APPLICATION MATERIALS

Appendix A

BUILDING THE CAPACITY FOR INTERNATIONAL COMPETITIVENESS

August 19, 1991

Dear Colleague,

Are you interested in traveling to Eastern Europe next summer with a group of ten faculty from community and two year technical schools in Ohio? The trip is a pilot program called Short Term Travel Abroad Grants for Educators (STAGES) funded through a Title VI-B grant from the U. S. Department of Education.

As a participant, you would travel to Czechoslovakia and Poland for three weeks, departing the U.S. around June 24, 1992 and returning around July 16. The purpose of the trip is for you to learn about business and management practices as well as the cultural attributes of the areas you will visit.

Upon your return to the U.S., you would be expected to use your learning experiences to develop curriculum for inclusion into a series of workshops on topics related to exporting to Eastern Europe. The workshop information would be compiled into a handbook entitled, A Curriculum Handbook for Doing Business in Czechoslovakia and Poland for Community College Faculty. The handbook will be sold nationally under the auspices of the Association of American Community and Junior Colleges (AACJC).

To finance the trip, the BCIC program has $20,000 of Title VI-B funds to pay for $2,000 of trip expenses for each faculty participant. You would be expected to provide a match of $2,000 to cover the additional expenses. One adult traveling companion may accompany you and will be responsible for the full expenses of the trip.

Only one school was funded for the STAGES program this year -- our partnership consisting of Sinclair Community College, Clark State Community College and Edison State Community College. The U.S. Department of Education is seeking additional funds for the STAGES program in 1992-93. Your participation would help the U.S. Department of Education refine its selection process for future participants.

As the intention of the STAGES program is to develop educational materials related to doing business in Eastern Europe, the majority of STAGES participants will probably be business faculty. However, other faculty interested in developing

Jean Cook
Sinclair Community College
444 West Third Street
Dayton, Ohio 45402-1460 U.S.A.
Phone: (513) 449-4448
Fax: (513) 449-5164

Dan Heighton
Clark State Community College
P.O. Box 570
Springfield, Ohio 45501 U.S.A.
Phone: (513) 328-6116
Fax: (513) 328-6077

Ken Willis
Edison State Community College
1973 Edison Drive
Piqua, Ohio 45356 U.S.A.
Phone: (513) [illegible]
Fax: (513) 778-1920

BEST COPY AVAILABLE

curriculum are encouraged to apply. Ideas about sociology, culture, art, language, etc., are all needed for a complete curriculum for the workshop series.

Enclosed is an application form and a calendar overview of the activities associated with the STAGES trip. It is very important that you and your traveling companion attend each orientation meeting so when you submit your application, please be sure you have the meeting times available.

Consider applying for this opportunity if you have the time, a sense of adventure and flexibility in your personality, the financial ability to pay your additional expenses, and a professional commitment to write the curriculum and teach a workshop.

As educators, our challenge is to broaden the global awareness of our students and the community. We are excited about this travel opportunity to learn about Eastern Europe. We look forward to receiving your application.

If you have any questions, please contact the representatives at your school namely Jean Cook, Bob Ferrar and Sue Zulauf at Sinclair Community College; Dan Heighton at Clark State Community College and Ken Willis at Edison State Community College.

Regards,

Jean Cook

Jean Cook, Project Director
BUILDING THE CAPACITY FOR INTERNATIONAL COMPETITIVENESS

Appendix A

*To insure a non-biased selection process, this cover sheet will be removed prior to review by the BCIC committee. Each application will be dated and numbered in the order as received in the BCIC office,

Number ___ Date ____

PERSONAL DATA COVER SHEET

Name _____

Title _____

Name of college and mailing address

Phone (W) _____ (H) _____ FAX _____

Home address, city and zipcode

Address to send mailings about the STAGES program ____ (H) _____ (W)

Number ____ Date ____

APPLICATION FORM FOR STAGES PROGRAM

Major teaching discipline _____

Specialization within your discipline _____

Subfields _____

Colleges, universities, professional schools attended. List the most recent first.

Institution	Discipline	Degree

Work Experiences in the U.S. and/or abroad. List the most recent first

Position	Institution/Employer	Dates

Previous foreign travel experience:

Foreign language competence:

Lecture and speak fluently in _____

Converse in _____

Read _____

Why do you want to participate in this trip?

How do you see your travel experience integrated into the curriculum at your institution?

Each faculty participant must develop curriculum on the STAGES experience for inclusion in a handbook for publication by AACJC and presentations in a series of workshops. What kind of educational materials do you see yourself developing as a result of this trip? Please list a title and a brief description. (Be specific, but we realize that your ideas may change as the trip progresses and final plans take place for the workshop series).

Describe your prior experiences in writing curriculum.

Please discuss this STAGES trip with your supervisor and list his/her name, title, address, phone and fax numbers below.

Thank you for completing this form. Please return to:

Dr. Jean Cook, BCIC, Sinclair Community College
444 West Third Street, Dayton, Ohio 45402

CALENDAR FOR STAGES PARTICIPANTS*

1991

August 19	Application forms mailed to all full-time faculty at Sinclair, Clark and Edison. STAGES information sent to the Presidents and international business contacts of all 53 community and technical schools in Ohio and their faculty who attended any BCIC programs during 1990-91.
October 8	Deadline to return application form.
October 29	Notification letters mailed to ten participants and four alternates. Each faculty person may be accompanied by an adult companion. STAGES funds are only for faculty. Adult companions will pay complete costs.
November 23	Orientation meeting from 9:30 to 12 noon at Sinclair Community College covering passport information, traveling arrangements, clothing needs, curriculum ideas, Eastern Europe orientation materials, and curriculum ideas. A $500 deposit is required for each faculty participant and adult companion on this date. You will need to know at this time if you want to extend your trip beyond the scheduled return date as the ticket costs will be negotiated differently. Trip insurance will be purchased for all participants.

1992

April 11	Orientation meeting from 9:30 to 12 noon at Sinclair Community College covering language skills, culture, and presentations by outside speakers. Final decisions: A $1,000 deposit for each participant is needed on this day, plus full payment for the ticket for traveling companion and room and board fees.
May 30	Final orientation meeting from 9:30 to 12 noon at Sinclair Community College - A Traveler's Update.
June 24	Depart Dayton by air for Prague, Czechoslovakia
July 4	Depart Prague by air for Krakow, Poland
July 13	Travel by train to Warsaw, Poland
July 18	Depart Warsaw by air for the USA

Please Note: It's very important that all STAGES participants follow this list of activities.
*All dates are subject to change; for example, ticket costs for accompanying travelers may need to be paid sooner, etc.

Guidelines for STAGES Curriculum

COVER SHEET

Centered on cover sheet is the title for curricula; typed in capital letters
Lower right hand corner: Name, title, college, address, phone and fax number

1st PAGE

Number pages in lower right hand corner beginning with 1
Title centered at the top
Abstract follows: Typed in single spacing; no more than 300 words and understandable as a whole; so that another reader can understand what the main body covers.

MAIN BODY (pages 2 through .....) - single spaced.

Use a narrative format.
Use bullets when appropriate.
Underline section headings.
Appropriate headings such as:

- Introduction (background information)
- Importance of information.
- Formal theory (if appropriate).
- Practical (current) Information (probably the main portion of your information)
- Other resources, contacts, publications.
- References (in APA format) - see attached information

INCLUDE: Table of contents

Any diagrams must be submitted in reproducible form.

PRINTING - Please submit information in a correct grammatical format. Use your spell check and proof read carefully for accuracy of sentence construction and punctuation. Use a high contrast print suitable for duplication. Be sure to give us a disk in WP 5.1, Wordstar, Multi-Mate Advantage II or ACSTI format. We can make any editing changes easier if we have your disk.

DEADLINE - August 15, 1992: Clerical support for BCIC will not be available after August 31.

Some minor clerical assistance may be provided by BCIC only if your material is submitted on disk, in WP 5.1, or another word processing format that BCIC is able to convert. Please call BCIC prior to assuming that clerical assistance is available.

APPENDIX B:
STAGES PARTICIPANTS

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STAGES - LIST OF PARTICIPANTS

Dr. Lael Bradshaw Professor of Geology	Sinclair Community College 444 W. Third Street Dayton, OH 45402 (513) 226-2555
Dr. Judith Breisch-Wise Professor of Arts and Sciences	Clark State Community College P.O. Box 570 Springfield, OH 45501 (513) 328-6030
Dr. Jean Cook Professor of Experience Based Education	Sinclair Community College 444 W. Third Street Dayton, OH 45402 (513) 449-5312 Fax: (513) 449-5164
Linda Denney Professor of Computer Information System	Sinclair Community College 444 W. Third Street Dayton, OH 45402 (513) 226-7961
Betty Dykes Professor of Dietetics and Technology	Sinclair Community College 444 W. Third Street Dayton, OH 45402 (513) 226-2756
Dan Heighton Professor of Business	Clark State Community Asst. College P.O. Box 570 Springfield, OH 45501 (513) 382-6116
Madge Jenkins Coordinator of Business Management	Lima Technical College 4240 Campus Drive Lima, OH 45804 (419) 221-1112 Fax: (419) 221-0450
Dr. Garnett McDonough Professor of Law	Sinclair Community College 444 W. Third Street Dayton, OH 45402 (513) 226-2923 Fax: (513) 449-5192
Russell Panas Program Director of Business Mgt. Tech.	Bowling Green State University Firelands College 901 Rye Beach Road Huron, OH 44839 (419) 433-5560 Fax: (419) 433-9696
Sue Zulauf Professor of Computer Information Systems	Sinclair Community College 444 W. Third Street Dayton, OH 45402 (513) 226-2725

APPENDIX C:
OVERVIEW

AN OVERVIEW OF THE BCIC PROGRAM

In the fall of 1989, Sinclair Community College formed a partnership with Edison State Community College and Clark State Community College for the purpose of obtaining external grant funds to develop a program of international business education and training. An Advisory Committee of business individuals was formed. A survey of area business individuals suggested a list of topics for continuing education workshops and credit courses.

The title of the program is **Building the Capacity for International Competitiveness (BCIC)**. Two grants were obtained.

1. EnterpriseOhio of the Ohio Board of Regents ($107,000 effective April 1, 1990) to develop eight continuing education and two credit courses on international business topics.

2. Title VI-B, U.S. Department of Education ($63,000 September 1, 1990-1991; and $60,000 September 1, 1991-1992) to develop a Train-the-Trainer program to educate and train two-year college faculty in Ohio to teach international business topics; the second year of funding provides funds for ten faculty to travel to Eastern Europe in 1992 to learn about business management practices.

The Project Director is Dr. Jean Cook at Sinclair Community College. Her associates in implementing the grants are Dr. Robert Ferrar, Professor of Economics and Sue Zulauf, Associate Professor of Computer Information Systems at Sinclair Community College along with Ken Willis, Business Resource Specialist from Edison State Community College and Dan Heighton, Instructor of Business at Clark State Community College.

APPENDIX D:
BCIC COMMITTEE MEMBERS

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BCIC COMMITTEE MEMBERS

SINCLAIR COMMUNITY COLLEGE

Dr. Jean Cook, Project Director
Professor Sue Zulauf
Dr. Robert Ferrar
Professor Robert M. Keener

CLARK STATE COMMUNITY COLLEGE

Assistant Professor Dan Heighton

EDISON STATE COMMUNITY COLLEGE

Business specialist Ken Willis

Administrative oversight provided by:

Sinclair Community College
Dan Brazelton, Dean of Corporate and Community Services
Dr. Paul Wyant, Dean of Buisness Technologies Divison

APPENDIX E:
BCIC ADVISORY COMMITTEE

140 / .+1

BCIC ADVISORY COMMITTEE
1991-1992

name/phone	title/business	address
Gale Baker	Admin.Cons. Miami Valley Int'l Trade Assoc.	P.O. Box 291945 Dayton, OH 45429 (513) 439-9465
Judith M. Baker	Exec. Dir. Dayton Coun. Wrld Affairs	Wrt. Bros. Branch P.O. Box 9190 Dayton, Oh 45409 (513) 229-2319
Dan Brazelton	Dean Sinclair Community College	444 West Third Street Dayton, OH 45402 (513) 449-5141
Jean Cook	Project Director Sinclair Community College	444 West Third Street Dayton, OH 45402 (513) 449-4548
Richard Corson	U.S. Dept of Commerce	Room 9504 550 Main Street Cincinnati, OH 45202 (513) 684-2944
June M. DeBernardi		613 Banbury Road Dayton, OH 45459
Andre J. Dubbeling	Director	P.O. Box 336 Bettcher Industries P.O. Box 336 Vermilion, OH 44089
Ana M. Felfoldi	Analyst Mead World Headquarters	Courthouse Plaza NE Dayton, OH 45463 (513) 495-4044

Dr. Robert Ferrar	Professor Sinclair Community College	444 West Third Street Dayton, OH 45402 (513) 226-2927
J. D. Flesher	Manager A. O. Smith Electrical Co.	531 North Fourth Street Tipp City, Ohio 45371 (513) 667-2412
James A. Fowler		4400 Meadowsweet Drive Dayton, OH 45424
Molly Giany	De Vry Institute	1350 Alum Creek Drive Columbus, OH 43209
Ken Hahn	Terra Technical College	2830 Napoleon Road Fremont, OH 43420 (419) 334-8400
Charles Hall	Prof Therapeutic Serv.	45 Riverside Drive Dayton, OH 45405 (513) 228-9202
Dan Heighton	Associate Professor Clark State Comm College	100 South Limestone Street Springfield, OH 45502 1-434-5689
Madge Jenkins	Coordinator Lima Tech. College	4240 Campus Drive Lima, OH 45864 (419) 222-8324
Bob Keener	Professor Sinclair Community College	444 West Third Street Dayton, OH 45402 (513) 226-5128
Nancy King	First National Bank	One First National Plaza Dayton, OH 45402 (513) 226-2320
Douglas S. Peters	Manager Dytn Area Chmbr of Cmrc	Chamber Plaza Fifth and Main Dayton, OH 45402 (513) 226-8213

Craig C. Schurr	VP/ Mng Bank One	Kettering Tower Dayton, OH 45401 (513) 449-8778
Eric F. Seter	Controller Dolly, Inc.	320 N. Fourth Street Tipp City, OH 45371 (513) 667-5711
James G. Sharp	Sr Vice President Dolly, Inc.	320 N. Fourth Street Tipp City, OH 45371 (513) 667-5711
Ken Willis	Professor Edison State Comm College	1973 Edison Drive Piqua, OH 45356 (513) 778-8600 X-261
Paul Wyant	Dean Sinclair Comm College	444 W. Third Street Dayton, OH 45402 (513) 226-6132
Sue Zulauf	Assoc Prof Sinclair Comm College	444 W. Third Street Dayton, OH 45402 (513) 226-2725